



## QUALITY EDUCATION COMMISSION

WEDNESDAY, MARCH 12, 2024

9:00 AM – 11:00 AM

ONLINE MEETING ZOOM

**Commission Members:** *Andrea Townsend, Cam Preus, Dana Hepper, Tricia Mooney, Whitney Swander, Reed Scott-Schwalbach, Monica Cox, Dan Farley (Staff), Evan Fuller (Staff)*

**Meeting Scribe:** *Katie Alvarado*

### ***Introductions and Commissioner Updates***

Dana Hepper, Children's institute - I mean from my perspective that. The session just ended. That was a big focus in my world for five weeks and After a pretty devastating session in 2023 for 0 to 5. Yeah, they made some headway at this question. They stored a cut to special ed for babies. Stay should be cut in the first place, but they did put the money back. They addressed a giant deficit in our childcare program. Of more than 99 million dollars so they are not gonna let that program go into default, which is very important. They released the birth to 5 literacy dollars to the state agency. And to delve to distribute that money into the community. So that's exciting, I think. So those, you know, and that. Can be used for things like summer transition program and a parent child's early literacy workshops, in the birth of 5 spaces, supporting people like home visitors, etc, and bringing early literacy. Knowledge to their work with families. So there were some anyway, really critical. Steps that were made this legislative session. I hate to go to short sessions with so much to do but they did so little in 2023 we had A lot of outstanding unfinished business. And they, and they, the legislature did most of it, which, you know, I think is, as we were just talking about in that writing. So is very relevant for. For the K 12 system what happens here at 5 is very relevant to the pageful system.

Tricia Mooney - It is, well, it's the springtime in the school district. It is, well, it's the springtime school district. So it's budget season. We are actually getting ready as a district to start carrying our budget for the upcoming school year. We have negotiations with our classified staff coming up this spring and its hiring season. So I think. You know, across the state. This is the time of the year when we start to see. You know a lot of movement and you know teaching physicians administrative positions to look at something different for next year and I'll say you know as a side note this year we've seen more bigger movement than we've ever seen. You used to be when you were in. In education you had a job you know like you didn't leave till the end of the year and we saw a lot more midyear movement than we've seen ever and I think that's just a sign of Societal change. I haven't been talking with superintendents. That's not unique to Persons, just different. People are more mobile than they've ever been and you know, we're seeing those changes, but it's a busy time. Get ready for. You know, doing all the things to wrap up with one

school year, but also being in the next school year. Thanks, Well, Iowa, and, I think top of my list as we're thinking about spring is that we're working on things like How do you implement the ORS when you are doing a reduction in force that talks about but culturally confident educators. Is something that is a new aspect to the OS and we really don't have any models. So our local leaders are sitting down openly and vaguely and so that's interesting. But we're also seeing the real impact of students not being well dressed by the system. I was talking to the educator who was attacked on the ground. 2 weeks ago and was told the solution was to have her remove all the sharp objects from her classroom. Adult in the classroom with multiple students. And it's a regular genetic classroom and just the very bare fact that having one adult in a classroom where you have students with pioneers. Who then has to remove the scissors from everybody. Yes, the only way to keep yourself that are students safe. Just is not a great way of writing a system that is adequate for students. So how do we how do we figure out how to put them better supports and at the same time that we're supporting our students also supporting educators who are saying this is a bunch of educators who are saying this is a bunch of educators saying this is not the top I signed up for and you know, the impact of a concussion that she had. It's not something that she feels like. Worth or staying in the classroom. So how do you balance out? Make sure that we have a stable workforce. I feel like they have to leave midyear because that's the only way that they can stay safe and healthy if they want to live.

Past the age of 47. And also address the real impact that students have when there's instability in the workforce. So it's a real, it's a real challenge for us as a system and we have not figured it out yet.

Monica Cox - Hi, Monica Cox. I'm a commissioner based in Portland, Oregon. I guess my trade is, education policy researcher evaluator dataNerd and think of a project that might be of interest to you all. That I'm currently working on is building. A big dashboard. A data dashboard using ODE staff position data. Going back almost 10 years. Linking that to TSPC licenses your data. And ODEs, report card data So. Lots of fun stuff is coming. Okay. To find out what Yeah.

It's one of my projects. I'm making it bigger than just the region. But it's really, it bigger than just the region, but it's really to answer a lot of questions related to educator retention and So just, school level scare characteristics, using ODE data Try to tell a narrative have data available for people who have questions that it

Whitney Swander - Hi, good morning Whitney Swander, independent consultant from Central Oregon, and from Central Oregon, and work primarily on strategy and community engagement and work primarily on strategy and community engagement and work primarily on strategy and community engagement and, some qualitative work with, work primarily on strategy and community engagement and, some qualitative work with mostly school districts and youth serving programs. And, I, Tricia, I'm actually from your neighborhood today. I'm out in Hermiston working with the Blue Mountain Early Learning Hub on Just wanted to, I was thinking if, Tricia, you were in town, maybe, maybe we would grab some lunch or something but. Okay. Yeah, sorry I missed you. Okay. Something I wanna highlight, that. I'm working on a partnership with Better Together and we're gonna pull in Central Oregon. We've secured a technical assistance project. With enterprise community partners, which is one of the leading, probably the leading, projects with enterprise community partners, which is one of the leading, probably the leading affordable housing and

just housing in general, consultants to look at. Housing around educators and looking at both classified and certified roles. Many of the districts. Central Oregon are finding that. The challenge is the cost of housing access. Issue for both recruitment and retention of staff. And so we're. Doing the first sort of the first phase of the work is an assessment with the enterprise and they're going to be looking at a number of different workforce factors in education, recruitment, retention, salaries, benefits. In comparison to the housing market, phase two of the project will be if we identify some interesting things to test and study, or roll out. And, you know, there's such a huge need for a central organ for housing that many of our school districts are already trying. Some innovative things partnering with local developers to develop housing, etc. But, when I've talked to them, it's like, 2 or 3 units, right? And that's not going to address the workforce needs that we have, workforce housing needs that we have across the central organ for educators. We're gonna do some learning about that. And, I'm actually Laurie looking at you because our consultant team asked some specific questions about the warm springs community and how housing for educators is either different there and I have been reaching out to folks but Laurie I would love your input on that as well or to perhaps bring you into that because it's pretty expansive and I guess the last thing I'll say is enterprise because they work at this national scale. And, I guess the last thing I'll say is enterprise, because they work at this national scale, and, I guess the last thing I'll say is enterprise, because they work at this national scale, what I think is really valuable is I think they just, they know kind of how to work or use systems that perhaps haven't been fully used or, worked here in Oregon. And, my hope is that we'll learn some interesting things that we can share with other districts around the state as well.

Laurie Danzuka - Good morning. Happy to be here, Lord, and, Central Oregon, region. I, we're also looking at going into budget season and we've been. Really focus with building administrators on. That is how that looks equitably across all our schools because they fail. Seems to have their own little niche, but we've also struggled with our dual language program and how that's gonna look in the years to come. Struggled with our families particularly. Moving it from one location into 2 different elementary schools has been a struggle. For us, as far as transitioning for next year. But we don't wanna lose the program and that's what we keep saying is we don't wanna lose the focus of what Doolin which is bringing to our district. And then, I also, I, was approached, by never impact to be a part of the housing. Thing that Winnie was talking about to help. Bring voice to that from warm springs because we know the need here in central Oregon. Isn't, getting any easier for our educators. So. I'll be glad to connect with you.

Andrea Townsend - I'm Andrea Townsend. I'm school improvement coordinator for the Southern Oregon ESD. And I support the English learners migrant education, Indian education and the black and African American SEO success grant. Just an update. We are, our districts are starting to, plan for their migrant summer school programs. For those who do not know who may be watching this later micro education programs support students whose families have to have moved across district lines to work in the early stages of agriculture, fishing and forestry.

And so. So those summer programs are to keep opportunities for students. To not experience the summer slide and to keep developing their academic skills. Also we have been, starting with some

districts, supporting them with the tribal consultations. That are required for grants, most recently for the stronger connections, grant. So that is a new process. And so we look forward to continuing, working with our tribes and with ODE as we get our everything more.

Detail is more worked out so that is You know, it goes better in the future. Thanks.

Cam Preus - Cam price retired. Community College administrator, I'll say. My update is about the short session. And the Community colleges went in for a couple of 3 or 4. Policy priorities and 2 of them were. Part of the omnibus education bill. Which I think we're gonna talk about later. But one of them was. A, work legislatively created a work group to study, what's called co-requisite education. In Oregon, which is. Sort of taking the national community colleges by storm and that's where you really do away with. Anything that's under 100 level. And really concentrate on collegiate level and adding. A learning lab or tutoring or any of the other supports for students aren't yet at a collegiate level. This is particularly important for gateway math and reading. So we've had, When I was at the Community College Association, we were running a study and we had some funding that came from. A grant. And a handful of colleges. We're piloting it and it has, It has across the country had some incredibly positive. INTO. Returns for those students. And so, but we still have some, so we have a work group to study it now. And the second one was there was a change made to how the Oregon Opportunity Grant was distributed to students who were eligible. And it, that change disadvantaged many community college students. And so the other policy that was passed was to. Review that policy and who gets to make that decision. So now that, the higher education coordinating commission will make that. Choice rather than the director of the Oregon Opportunity Grant. So those were 2, important, items that passed. There was. Also, an interest in funding for Oregon's semiconductor workforce. It did not, it passed out of the policy, but didn't get out of the way in meetings. So more to come. But thanks, good to see you all there.

John Rexford - I'm a retired school business official and superintendent. Currently trying to fail retirement in a variety of ways. I'll be leaving here today and driving over to bend. I worked as an adjunct to that. Lewis and Clark for an admin and We've got one of our final 2 sessions on school budgets and human resources. With a cohort of 12 budding. Administrators in central Oregon and we've been doing this by zoom all term and it'll be great to have some face-to-face interaction. I'm looking forward to that. I will be ending class with a great game of stump the chump where they get to ask me anything about schools and they get my Blood assessment on what I think or what I've seen or what I've done.

We do have a guest today and I wanna Give them an opportunity to introduce themselves, Representative McIntyre. So you're logged in, if you introduce yourself and. Provide us with any comments or insight you'd like to share. Alright, I was just gonna listen in and not. My camera is on. Thank you for having me. Good morning. I'm happy to be here this morning and join you, the quality education. Model and the Commission has been a big topic of conversation and the legislature as the battle over school funding, you know, continues. An update to your model was in that big omnibus bill that's been mentioned and and actually semiconductor bill did pass. It's a waiting signature, but it didn't get funded. It didn't get the 30 million. It got 15 million to go to specific schools slow and then any additional money from the 400 million that we allocated last year they can use some of that but I'm just very interested in listening to your conversation and all of your thoughts regarding K-12 education and

and all of the needs that are put have already heard a few special education, cost of living, things that that go into what makes your school successful and tick, and how to reach those kids.

#### QEM Report Approach

- Responsive to the JPEA -

The Education Appropriations Committee has really indicated the opportunity that we have to make sure that we really are interacting with and delivering to them. A report that is most useful for them to make their determination. And their findings regarding the appropriateness of the level of funding and reporting back to the legislature. We've had some interactions. We had a great session with the leadership of both the JPEA as well as that'd be Senator Frederick and representing the claim that the co-chairs. The chairs of the Senate and House Education Committees, Representative Nera and Senator Dimbro. We had a chance to sit down with them. Here what they believe is important in making sure that we meet their needs for information along that line. I think we generally agree that we would model the report after the 2018 report. Yeah, and I think one of the things that caught my attention was really trying to make sure that what we included in our report is a one stop shop, that is , we either have directly that information to the information words, charts, or graphs. Or we've got a direct link to some source or otherwise other document as opposed to recognizing that in the 2022 report we do that lots of information was already published in the state of the court card and other regular reports. But you had to, you had to go do that research and reflect on my own habits. I think it's really important that we make sure whatever we think is important for the JPEA and other readers for them to see that we included right in our report so I think that's reflected now and what we'll talk about in our writing subcommittee update. Where there were several of us in that meeting, Monica, was there, and the document was there. Who was that? Dan was there. I'm sure. I'm horrible at doing lists when I try to do off the top of my head. Other thoughts from that meeting that you might wanna share with I would say that, one of the things there was not like a specific schedule set up if you will but I think a general consensus that. We're all interested in the same outcome, which is the quality record, right? And making sure the report gets, you know. Contains what it needs to contain for. The JPEA to do their, you know, their job. But an interest in continuing conversations. Going forward even beyond. I would say the 2024 report. Yeah, and we did talk about meeting again with JPA in April and then in June and kind of ticking through this list is my understanding. And so we have a list here of. Improvements that they hope to see in the 2020, 4 report that I think the QE C also believes are doable improvements. Such as connecting the best practices. Where research with the quality education model. Underpinnings being really explicit. We did this behind the scenes, but made it really explicit in the report that the connection between the quality education model investment to the state's education goals and those outcomes. For example, and there are others, but so I think my hope is that in April when we meet again, we'll start saying, okay, we've been discussing these factors. Here's what we hope to do. Address, in this next report. Does that meet? The expectations and needs of the JPDA. Which is actually a small clarification we've set up in terms of the writing plan 2 dates to connect with the and then the second date will be June, 28, if all goes as. Perfect. I was just wondering if that exact thing is like, well, we have something to show them by then. So kind of strategically, it would make sense to share the first draft with them. Rough version of our thinking. So after the second graph is finished on seventeenth we can share with them and then after the third draft is finished. Oh, we can show them again and then they'll be pretty up close to the personal to the final. And that is included in our QEM writing plan which Dan will drop into the chat momentarily. If he didn't already.

So we met some of the reflections that are already included in the agenda. Like some of the topics that we were. Planning on discussing. But what we did this morning, the writing subcommittees literally walk through the table of contents that we have established and who's kind of responsible for development of

each of the section One of the things that I wanted to flag, for QC members who are not part of the writing subcommittee is that we're asking you for brief bios statements. That we'll add at the beginning. So where we elaborate, who the members of the commission are, kind of a sharp statement of what your role is. Your general philosophy about education, there are some models in that members who are out of the community of those members that I can share with those who are going to contribute. That's an, that I can share with those of you who are going to contribute. But that's an ask, which is a one paragraph, that I can share with those of you who are going to contribute but that's an ask, which is a one paragraph, live And, then we actually reviewed all of the sections in the table of contents. And I can just give kind of a brief summary of that. And I will certainly invite anyone who participated in the writing subcommittee conversation this morning. To contribute because there's a lot of detail to share and some unresolved questions too that we're still kind of pursuing. So the, in terms of the overall structure, we'll start with the quality education commission members transition into the commission mission so this is a classic and historical structure of the report. Chair Rexford is responsible for writing an introduction. That will likely be the very last thing we do and represent, I'm sure, and to some degree the executive summary.

The next section, which is an attempt to be as responsive as possible to the recommendations and concerns shared by the JPEA is a section that I'm currently calling the state of the state. Data section. That will provide readers with a lot of background information both historical and current that is important to be able to kind of understand and contextualize. What the full implementation QEM number kind of means. And how we can look at it through different lenses. So there will be a variety of student demographics represented in that section. Including in. Demographics by race, ethnicity, EL status, IP status, a lot of the ethnicity, EL status, IP status, IP status, a lot of the typical student demographics that we collect also include information about homelessness and poverty, want to look at teacher demographics and funding, of course, looking at the percent of overall state revenue that's dedicated to K 12 funding over time as another important contextual aspect of the conversation kind of relatedly one of the graphs that was present in the 2018. I think it was in the 2018 version. Don't call me on that. But it was present in at least a few of them. 0 Prior reports. Which was the original, full quality education model projections in 1999. I think. Draft across time only in reference to inflation. So what you can see in that graph is that inflation actually outpaces the full QM projections consistently since the beginning of the QM as a process.

So I think that is an important context for everyone to understand. Given the perception that you know the target keeps moving at the past time and has thus far been not quite attainable, it is important for everyone to understand and be aware of that fact. We also will incorporate, of course, man, I hope really comprehensive, state test results and aligned to the indicators within a student investment account. So we're really gonna kind of strategically focus on third grade.

Ninth grade on track, regular attendance 4 year graduates, 5 year graduates, which are the central indicators in that system. Quick question. Is it really a 5 year completion rate?

There's also conversation about how to incorporate information. And I should have said seed survey data. We'll also be part of that state test information category. The scene survey is going to be administered statewide, at least an opportunity will be made available to all students in grades 3 through 11 statewide. For the first time this spring is actually happening. Right now. And, there was also a request for an update on the early learning transition checking, which is the new approach to what historically was the Canada readiness assessment. It's the beginning of a new approach to I should make sure that I name. No one is under the impression that the family conversation, which is the current pilot, is the end of that. There is ongoing conversation about what to add. And what information that we still need to know around well-being, social emotional learning and academics. So that's the beginning of a much longer conversation. The next, piece of information to add was the Potentially connecting with

OHA and leveraging the student health survey that that's physical depending on that timing. I know that that will be feasible, timing might impact our ability to like use an and, certainly leveraging as much as we can with the structure and the 2018. Qem report, which the JPEA Express supports for and also looking back historically. On that kind of best practices across Q and reports. I pull from Reid's notes right there so perfectly. We'll also be connecting another important thing. Because we'll be connecting with districts who are really doing a good job of moving these indicators and identifying and then connecting those with the best practices that we've established later on. In the report. So that has been a thread that we haven't explicitly made in prior reports.

And I think it's one, it's a story we need to, because there are districts that are really doing a good job. I'm not wanna shine a spotlight on. Them and built from their strengths, which is a section that we're also gonna add next and then show. Like clearly show those through lines between. Districts that are experiencing wonderful increases in outcomes that we're tending to and the best practices that got from there then the next.

Then the next section in the report, is a re, an overview of the quality education model by itself.

So that'll include a description of the model. That the current model has, as well as, limitations in terms of interpretation. It's in terms of and has a kind of a unique, contextual feature in that, the omnibus bill that we're also gonna talk about. Yeah. Has carved out a process where the outpro will oversee a study or direct a study of a QVM, its components and ways of improving the model. So the QEC, at least the writing subcommittee is recommending that we create space for that process to unfold and we will. I tried to identify and make some recommendations about. Are areas of improvement that the QVC would recommend that the researchers entertain. Those include padding, additional prototype schools. We looked at the data, especially in high school, and have realized that high schools are biblical in Oregon. There are large high schools and there are small high schools and there isn't much in between. So developing 2 high school prototypes would be a part of that recommended solution for consideration. We also wanted to make sure that we are accounting for virtual schools, which we have not done, with our historical, prototype schools and finally, we want to ensure that the model is representing not just for your graduation rates. But other system indicators of success specifically the 5 indicators identified by the student and that's my account. And I can share those again so that they're grading the sharp jobs, ninth grade on track, regular attendance or your graduating 5 year computer rate. I guess the other thing we've talked about could be connected to creating additional prototypes. But I think The way that I. Kevin. Have thought about these prototype model schools as they say, okay, Oregon, 11% of Oregon students are English language learners. And so we assume. Every school has 11%. You know, 50% of our kids are kids in poverty. So our assumption is every school has 50% of kids in poverty. When we know the reality is some schools have 10% kids in poverty, some schools and then to a hundred percent some school said. Very few understand, I don't know, as a very, some, very high percentage of English language learners and the way that we currently do it assumes that a school you take a school with 50% poverty and you say you need X amount of resources and you assume a school was 0% property would mean. A certain amount of less resources from that. Mean from that middle. And you assume that a school with the 100% poverty resource needs X amount difference from that middle. And, we have discussed maybe that assumption as a poor assumption because the schools with a higher income might be less than that middle, but a significant amount like you can't just start planning 40 kids in a class instead of 20 maybe you can put 2527 or something. Whereas on the flip side. You might need a greater difference. More than the amount less that you would need. I have still not found this efficient way to say not. Accounting for variance and not assuming that the middle. That there's kind of equal. Need a difference on either side of that middle. So I don't know how to say that. I don't know if the prototype school expansion addresses that, but how do we account for it? The need not being an equal distance from the middle. Yeah, that could be that could be something that you name as a question that you'd love for researchers to help us

address. We also have looked into as a commission the differences and the possible waiting factors between an urban context and that's another thing that I didn't mention here that I think we could. Also incorporated into the report for further research.

I think one other thing which feels like I'm trying to even think about our spreadsheets and where that fits but I know that, for example, in Le Pen, as a way to really support attendance, engagement, connection to mentors, etc. After school is like after school programming is becoming sort of a non-negotiable in how kids are engaged and that completely changes the transportation assumptions around. What schools offer, etc. So I just, I would really love to see this study. Use some case studies from around our state about, you know, how these show decisions around. The inputs and the model really play out. With me, and thank you so much for sharing. I just want to share that. Southern Oregon, some of our best routes are extremely long. I heard one of our partner districts say that they use as many miles in one day as it would take to drive from here to New York. So it's just a significant expense that districts have to wear and pair and the vehicles at those districts with a larger geographical area. Region has to be taken particularly in large and rural districts. In addition to what Wendy was, Whitney was saying, you know, we tried to offer after school programs and there is usually one bath that sets up buses that go right after school ends. But many times the students who need the most support rely on school transportation to be able to get home. And so that limits the families or the students who can participate if their parents or they don't have anybody who's available to come and pick them up at 4 or 4:30 from school so that's an equity issue. So if we could create in the budget to add funding for a second round of passes that could go home. That would be incredible. I think it really reinforces how I suspect. That the current quality education model is still under states. The resources that we need to properly serve students. In that we aren't seeing the possibilities. For instance, that second round of transportation. So that all students could access. Those after school hours activities or before school activities. In that we know that many of them need that ride to and from school.

I'm gonna transition onto the next section in the report, just to orient those who weren't deep into the conversation. I might ask for you to take the mic, here as well. And the next section is the best practices and what equity looks like in action. We're just gonna let us know. So we're working on a stakeholders survey and we're actually meeting today to try and finalize that ODE is going to help us with a stakeholders survey and, we're actually meeting today to try and finalize that ODE is going to help us with the survey creation and the survey communication out to stakeholders, which include administrators, educators, and then families as well, parents of students at school. And the goal is to use the indicators that were highlighting the report to collect from folks who are closest to where those key indicators are being collected so to click from them what they are seeing as best practices so asking families, for example, you know, what are the things you're seeing helping address attention issues? What are things we're seeing that are helping address nice green on track? And then asking some questions of practitioners, the educators, and then also this administration. So that survey is not yet finalized. So I can't say when we're gonna hold the stakeholder in sessions yet. But the goal is to have that I think out in the next 3 weeks. And we'll host 3 online sessions for people to gather in virtual spaces and share and then the entire survey will be sent out statewide. And we're going to rely on partner organizations like the Federation of Orange School Administrators and the Vernon School Board Association and PTA to help get that out to as many people as possible. Alright. Thank you, Reid And then again, just to emphasize that the We're kind of building from the strength section where we're connecting with districts that are really moving the dial on the indicators that we're. Putting a spotlight on will reference best practices that are identified in the section too. So that readers can really see those through lines. The next. Section in the report is actually the 2 alternatives for meeting the quality goals section. So we had a very, how would I, what would I use? It was a wide ranging and also challenging



conversation about what we have. So historically just to set the table a little bit. The QEM reports historically have basically named 2 alternatives: either funded the QEM fully in year one or visit in over time, which is kind of just one alternative. It's also complicated when you think about the role of the QEC as issued by annual reports because then it starts overlapping. Yeah, so I think all of us kind of find that a little problematic and maybe less than ideal. We're trying to figure out what kinds of areas we could live into in terms of other options. What are the other alternatives to consider? So one of the main proposals was that we look outside of K 12 and then other ways that the legislature could allocate funds that would actually kind of prop up a K 12 system. For example, addressing housing, food insecurity and other types of support that allow us as the state to get kindergartners walking through the door. Resourced and ready to benefit from. Of the education that's being provided. So that was one of the Alternatives that I think we ended up kind of leaning toward. We could, of course. Stand with a historical precedent and maintain you know the prior. I think that was like that conversation was around. Do we use the language that has been used previously that really does not mean. Right. It says something. It's just the result. Not just the QEM funding level, but allow us to actually reach our achievement goals for students. And what I don't understand well is, you know, let's say we said an alternative would be. You know, Significant expansion has access to. Preschool and early learning, and reductions of child poverty rates or, you know, housing or something like that. Do we have the data and capacity to do that to connect those investments with? Predicted child outcomes. I mean outside of K-12. We could partner with other agencies to try to gather their data but I don't have any direct understanding of the data that my like the department of early learning and care what data they have available and would be willing to share. For example, right now, let's say we have about 12% of 3 and 4 year olds attending publicly funded pre-K about 35% of low income 3 and 4 year olds attending if we move that to. Either of those indicators to 90%, for example, what would we expect? The impact of that to be on P through 12. I just don't even know if you can. What assumptions need to be understood or made in order to tie that to high school graduation, for example. So we could certainly do literature synthesis to tell that story because those investments and there are em. Right, they have an impact later. And or like if child poverty rates were instead 50% of child poverty rates were 25% or 10% or whatever. That's something that we have the capacity to look into for sure. Yeah, because we also have the census data from other states. Which includes, I don't know, there's nothing census, but we have like, for example, per person funding from those states that we could look at. So is that what you're thinking is maybe pull from that data set to show. I guess what I'm saying, if our options are number one. F the QEM and if you funded the QEM these are things we wouldn't be able to do on our page, the school system, we expect that 2 results in a 90% high school graduation rate. And our other option is. Reduce child poverty and we know that children at higher income levels tend to have a higher graduation rate. Are we able to in a mathematically sound way, you know, say, well, if child poverty rates were ex, we would anticipate getting to a 90 or child poverty rate for ex and preschool access rates for why we would expect a very simple. I think we can at least tell that story. And it might live in a professional judgment space, eventually, there's a lot of research that speaks directly to that question. Like we couldn't type directly to that question. Like we couldn't type directly to Oregon's graduation rates. More likely. But we could tie it to graduation. It's very large, especially leveraging other states' data and looking at patterns. This is Andrea. I know that we are a K-12 system. And I'm wondering How much could QEM propose that we become like a pre K-12 system. Because the expectations for incoming kindergartners are so high already and I know that with preschool promise. There have been more efforts to breach that gap. Particularly in different areas that like they are like the lack of childcare options or preschool options is still extremely high. So we are just continuing to stand. What we expect from kindergartners coming in when we have a large section of students who have never been in any school setting before coming to preschool. If we're thinking about equalizing. The opportunities to all. We need to think about making and if our expectations for kindergarten are going to remain as high. Then we really need to think about it.

Preschool, like schools starting and like. For 4 year olds instead of waiting for 5 year olds. We've kind of nodded at that in past reports and I've definitely heard the representative speak to her desire at the JPEA meetings. For a broader perspective. I think there's a possibility now that the department of early learning and care is no longer a branch inside the department of education, but it's its own state agency. I just want us to be really thoughtful in terms of who should be articulating the cost of preschool? Because that That work does not exist inside ODE. And so at a minimum it would need to be a partnership at a maximum when we need to be adult. You know, project, for example. Okay, have those current cost models with assumptions around salaries and you know. Preschool. They, you know, they've done cost models for the assumption of the cost of high quality preschool but not. The legislature occasionally has asked them to assume statewide costs but they don't calculate that on a regular basis. I would say as well because I totally hear what you're saying Andrea that this is a birth to And successful and moving in the right direction, then maybe we can look at. I know there's been a conversation to add in both to 5. And then also higher education, like to encompass all of it together and figure out what that total cost was actually the conversation I think we had at the very last meeting but I just get really concerned that like we've struggled to just focus on K-12 and get it to where it needs to go. I know Reynolds is super focused on birth to 5. And funding there and trying to get that. I just wanna acknowledge the fact that we spent a lot of budgets in schools towards mediation towards interventions And so if we could, start from the onset. I would hope that we could use, you know, think about acceleration from the onset.

Rather than thinking about having to spend so much, when we could have thought about a preventative way. So one of the things that we discussed in the writing subcommittee was continuing the call out section that we had in the 2022 report around addressing early childhood issues. Because it's outside of the scope of what the statue asked us to commission. I mean, if we had more time, we probably could go cheaper, but, but the reports must be K-12 focused, but we felt really confident two years ago and then the rights of committee discussed feeling really confident this year as well in having a call out session that says these are factors that impact K 12 performance and therefore it's important that we're all focusing. On the big picture of what that looks like in terms of supporting student success. That I can't just be, we pay attention at age 6. It has to be starting at birth. And if we're able to, I think this is the question about how we answer the two approaches that we are required to have and thank if we're able to produce sound analysis that connects that alternative approach to QEM outcomes and we have that conversation with the JPEA. You know, then I think what we're doing is saying. You have a couple of options. You can fully fund this QEM or like realistically, or you could potentially be reducing the cost of the QEM by making these earlier.

Oh, sorry, Laurie. Thank you. I just have one comment regarding preschool. Tribal organization. funding for preschool is often federal funding. So I would hate for us to not take that into consideration when we're having the preschool conversation because a lot of those funding sources are at the federal level due to oversight of tribal organizations and their sovereignty as a whole. So we do have a good working relationship with the local tribe here, but we have to be really mindful of the funding sources that they have as well so we're working together with them rather than in competition with them. The next section in the report is, on the methodology for calculating the current service level, there's conversation about, essentially not making this a section in the next record, condensing it into a couple of sentences. It was also named that, Devin and I, AKA ODE, need to connect with the LFO to make sure that the historical conversation is about. We'll have a conversation next about what accounts in the QEM. Are at the shared awareness level.

This is still a work in progress. It appears that the governor's strategy is to bring stakeholders back into some of these conversations. I think we're certainly a move in the right direction from my personal perspective. I wanna see what happens over the next few months. In terms of that, we know that the QEC has previously named the current service level calculation. Tends to drag down our calculation. I don't see anything yet that has changed, that impact so, more to come on this section.

Okay, thank you. And the next. Section the subsequent section suite I can touch on briefly and then put it back to this one after allocating the corporate kicker topic.

Then we'll do findings, recommendations, and conclusions. So a lot of the synthesis of what comes before in the report. I will link to any resources that we've used. I'll be working with our communications team to develop a toolkit. There are different ways for audiences across the state to access the information that's in the report. Of course writing the overall report and then executive summary. In addition, the appendices will include any supplemental data that may go beyond the scope of what we would want to share in the body and we're also, considering, and one topic we wanted to talk with the whole committee about publishing the entire QEM workbook. In a way that you know where the cells are secure so that they can support transparency it can also show everyone exactly how the QEM works, what funding sources are incorporated and how they're evaluated and included in the overall sum. I think the difficult topic of how to go about following concerns related to the corporate kicker on application. So we were able to determine where the amount for the corporate kicker is published in the timing. This is September annually and the most recent amount was 1.8 billion. I think thereafter, the question is, what evidence is there that the corporate kicker is actually getting into the general numbers and is it in fact pursuant to current state statute being, becoming additive to what would otherwise be appropriated for K-12 education. The statute's very clear. We currently have a request into the Governor's office, which they deferred until after the short section. I'll be looking forward to seeing their response and we also named the importance of connecting with the JPEA on this topic in advance to make sure we're agreeing together in terms of that concern. And all the other changes and additions that we discussed in the Zoom.

We'll drop down to just an update on legislative activity. We included Senate Bill 1552, which is I think we just included. Or referred to. The sections Section 12 as well. 12 in particular.

Okay, directing a legislative policy research director to conduct a study of both. Quality education model and the state system for financing public education. Which is a pretty broad topic I'm not exactly sure in the words don't necessarily help me understand completely what that part of the study might be, but obviously broad study. I know that Alpro is looking at the group led by Dr. Baker and I think I already had preliminary conversations. I look forward to a review. My Continuing concern is, ensuring that stakeholders have a participation in this review process. I'm not sure that I've seen that called out in the language of the law nor in the intent of Alpro. I'll continue to name that as my primary concern is stakeholders participation in any updates of both the model and funding. We'll just be in need as I'm reading the language in this. It feels like it's really essential that we're all talking together because a review evaluation of the quality education model is given the processes to for example, determine best practices of fluent level. There's a huge risk of misinterpretation or misunderstanding. They make assumptions about what is happening in the classroom and they don't talk to the students and families and educators. At a minimum, this reinforces the need for the report to have documentation of as much as possible. So that if the work really is leaning on what's documented that they're kind of thinking about

the research connections and the assumptions is the publishing of the spreadsheet that all of that is readily accessible. I imagine even looking at everything would still raise some questions. That would need to be answered, but at least if we're as transparent as possible, because I think that's the hope and that was part the hope of the JPEA. We had all these conversations but they might not have been fully reflected and the report that went to them. So yeah, it's hard to take that lens of the reader when you're the writer.

This makes that even more critical and concurrent. Just so you know, we get 200 page reports all the time. It's very normal. So, you know, in a situation like this, and especially reading through your last report and then seeing the huge difference between one year to the next. Then the conversation in the committee was how did we get it from A to B and not really fully understanding it and looking at the model school. I will say one big difference for 2022 is the state of Oregon stopped data collections. Most of the data collections that we had previously collected. Ended during the two year timeframe of that report. That is one big difference of all the data that was provided in the 2020 report of the 2018 report but we didn't have anything new for the 2022 report because of the giant interruption in data collections due to the pandemic. That was and under the COVID data collection protocols. Okay. I do have a comma and, and to the extent that our models built up on a stack of goods and services.. All those little sciences tend to drag our numbers down and that's all I wanna be mindful of those impacts. Certainly a full day should be included. Maybe a partial day needs a one-on-one for a partial day versus a one-on-one for a full day and then that one on one is doing something up you know like it's It's those costs that isn't because we know that students with significant needs require more resources. There's not a way necessarily in this model to say these are the resources for that. Like we assume you can't assume like, oh, we're guessing that in an average school this size you're gonna probably have one kid that has a trick and needs a one a direct care nurse like you know like there are things that we can't account for that makes sense. I was looking back at the 2018 report and it does have how much do we expect we would need in the high cost disability fund and how much is in the high cost disability fund. For example, it breaks down all of the pieces of the education budget and how we're doing in terms of funding those pieces and I do think that was a helpful table, but they were included in the QEC 2018 report. In terms of other legislative activity, I wanted to note that the legislature put 30 million dollars into summer. Summer was one of the few adjustments we made to the model in the 2022 report And maybe one we wanna look at again. And I think this raises that question in terms of what we count this summer funds is prospective for 2024 summer, which will not be considered a report which looks backwards. .Does that make sense? Like we can't count on 30. I don't think we can count. What's the date by which we say what funds are included? I think that's a question from the left. I don't know how it was dealt with in the past. In terms of funding summer programming explicitly outside of districts using their own existing resources to do that. So how do we Anyway, I just think what it because the legislature took action on summer, it will be on their minds.Yeah, and it should be on our minds in terms of what have we built into the model with regard to summer.You know, can we kind of disaggregate that those assumptions and what is what is the legislature doing with regard to summer because it's gonna be an ongoing conversation walking into 2025. The charge of the summer learning bell is to both put 30 million this summer and come back with the recommendations for how we fund summer ongoing. They're gonna be expecting those recommendations from the Department of Education. For the 2025 session and using those recommendations to make. That we have is like there's both traditional remediation for summer

and then there is summer that is about enrichment and continuity of learning and so I know that's not what you're saying, Dana, but just as we think about how we capture that, I think being able to point to literature and storytell about what we get from these dollars is really critical to framing out a quality education model. You'll even see it in the statute, the summer statute speaks to the academic component, the enrichment component, the summer statute speaks to the academic component, the enrichment component, the like.

You know, Families who send their kids to summer cancer and often not send them to like a math summer camp. They're sending them to like a, you know, violent summer camp or like an art summer camp or like all these things that are about like enriching your life experience and I will say as a child as a parent of a child who was invited to I forget the name, but that, services that, students can get when the school year special education services don't adequately need their needs. Extended school year. My child was invited to extend school year. Special education services don't adequately need their meetings. Extended school year. My child was invited to extend school year and she was like, are you freaking kidding? The last thing ever want to do with my summers? Have you sent me back to school? It is the only rest that I get from the hardest break my work where I just work my brain has to do. And so I do think there's this big.

Building for teacher led reading instruction that she is not interested in that is a pre-designed curriculum that doesn't have content that engages her. Yeah, it is it is I I would just say from a pair of perspective, I don't know I would be interested in a research on this. In terms of how to create summer programming that is truly and I mean ideally whole school year forever just having this debate last night I was like she's like I hate these articles of the week what you could propose to your teacher. To do an article that you're interested in. I bet your teacher would be fine with that, but then it's like. That work of advocating for yourself and having that confidence, the ability to articulate that to a teacher. And make your case, finding the time in the school day to have that one. Thing, but how do we ensure that summer programming.

Reaches the goal in a way that the students who need it most will be motivated to engage.

Dana, I completely agree with you and I will tell you one of the things that's been very interesting to me legislatively is that they're one of the reasons I feel like we did not really do a big summer funding for 2023.

Because people were like, we're not seeing academic achievement in summer school. And then I started having conversations of what is academic achievement working for school.

It's been really great, like curriculum based, they're being forced to learn. I don't have a nicer way to say that, right? But, yeah, no amount of money was bribing that kid to go to summer school. It just did not matter. A 1 million dollars, he still said no. So, But I did go over to Klamath, Falls School and they have a phenomenal enrichment program where they're literally doing hands-on going to Place it.

I mean, experiences that these kids will never have the opportunity to do outside of school. And I was like, it completely changed my opinion on summer school.

I sent their YouTube video that they. BT program to all of the legislators in the house and ask them to watch it. So. I agree. How can we engage our kids to get them to understand what they're doing? And that takes, I mean, as a former teacher, I will also say that takes more time and capacity. that's gonna be more to create. Because I can write a lesson plan. Based on my curriculum. Pretty cool. You know, I can

like check out my curriculum. What are we doing in literacy tomorrow? Did to do what are my accommodations. I'm done in half an hour. 15 min if I'm an experienced teacher for my literacy block, my third graders. But to think completely outside of the box. Not using a standard curriculum takes a lot more. Time nuance planning. I wanna be buying full of that time and I wanna make sure that we get Evanon. We've got 15 more minutes. And so, Evan, have you, got your drive up, or whatever connections you needed to make. I have one. Sorry, I was making a little revision to something that before I start showing. So I was cheat up with saying what counts and the QM and I'm not gonna be able to get through everything that counts in the QEM and that done. So I'm gonna go through. After all of the costs are incorporated and enrollment and everything and we come up with. What it costs to provide K 12 education in the state. From that number I'm gonna get what revenues are do we account for? In the calculation of the recommendation which we provide to the legislature about the amount that needs to be appropriated from So I'm gonna start off. With what the Q and policy model estimated expenditures are. And share.

Okay. So. We have, a bunch of detail at the school prototype level that incorporate all of the costs and enrollment and Teacher staffing levels. And it comes up with a per student. Cost to provide a system of education at the elementary middle and high school levels which are these.

10:47:58 3 cells here. We multiply those by enrollment. To come up with a. Statewide expenditure. Some of those and add, for the model. To come up with a total cost. In this we're using the 2123. By any projections from the 2020 model. Because I have other documents that were in coordination with Alcoa, Doug Wilson and Alpha that were that same time period.

So I'm gonna be able to go back and forth to show you with those and I don't have that for the time time period. So I'm going to be able to go back and forth to show you with those and I don't have that So we projected a total cost of 18.8 billion dollars to provide services, regardless of where the money for those services came from in the 2020 report. Then we remove local revenues not formula, federal revenues. Food service enterprise revenues and per side account earnings. To get 15.8 billion dollars which are the total formula distribution. Back out local revenues that are distributed by the formula that which are the equalization funds that are in where. Districts with higher tax bases. Are net pairs into the system. Districts are lower, We add in high cost disability funds. Oh man, there is a line on them for added federal special education funding, which it was not utilized in the 2020 model.

And in recovered a 11.1 6 don dollar state. Funding requirement. You buzz the fact that, prior to the SSA, that was equivalent to the state school fund requirement.

Since the introduction of the SSA, we have a post hot correction which will be employed.

To adjust that to only return the state school fund portion.. Yeah, and I've got one question and I wanna just put a PIN in it for a future meeting. We take out per side account earnings. How are we accounting for? The expense that districts are undertaken to get that IE. Their How are those reflected? Are we taking their earnings but not accounting for the cost? So just don't even try to answer that now. I wanna just. Put that as a question for the future. Okay. Okay.

And, just for clarity, to these, these particular buckets of funding that you add and subtract or exactly what you met with Doug Wilson to agree about right historically that we need to.

Yes. And that is the next document that I'm going to. Sure.

Okay, so now here's the detail of all revenues. From 100 all 200 series funds and fund 500 which we Gordon, and Doug will send that to document What those. Working with single live items that we just backed out in the previous table. What those were And there's a lot of detail in here. This is just a summary of it, but it's expandable to. To see like every single source. And the dollar amount associated with the source code. For all of these different categories. And we went through that with them. I had also identified that there was a small data entry error in the 2020 report.

Which had ended up in a 6 million dollar difference in revenues that were backed out. In that 2020 year report. But so this table correct that and I adjusted the spreadsheet that I just showed you to. Near the correct revenue amounts that were Oh. In the 20.

Yes. Okay. So this is just all the detail about what revenues that we're back out in that previous table. In addition There is a New set of revenues. Okay. In addition, there were the SSA revenues which were subtracted out of that. 1.1 7 billion dollars to return the

The state school fund portion. So there was an additional 1.3 billion dollars of SSA phones which were backed out and we went through the legislatively adopted budget from LFO and identified These 8 line items from the legislative adoption budget. Form that LFO. Which were the amounts that.

That should have been counted as SSA dollars to back out. And this was coordinated with Doug Wilson and Elephant.

So it's from the numbers from their office. And the numbers which their office told us to use in this calculation. So it's high school success. These, this high school carryover grants were only relevant in the, 2020 year and 22. This line item is 0. There is the student investment program formula grants. In terms of the student investment intensive program for Hining. Early morning system grants, Hunger Free Schools program grants and summer school grants, which were the totals. Student success act grants 2 districts from state revenues. Now there's there's other SSA dollars which are distributed through other carve out. But those carve out are never, we're never in, the model and don't predict.

And expenditure. The model is only designed to predict what those state school fund expenditures should have been. So the only. Dollars we need to back out are SSA dollars that are distributed through the state school fund. And that was what was added through coordination with LFO. And these are they. As it was on that It is possible that in the interim that there are additional line items which are now distributed to the state fund which could be added to this. I don't have that information. Evan, what's the status on your meeting with? New LFO With Julie. I have met and given copies of these documents to her during our discussions regarding the last report.

So, there's been no additional conversation around those, but I have communicated and He has communicated.

And understanding what the numbers that I am backing out of the model are. And has not communicated that they should be any different than what has been settled on during the discussions between our agency. Okay. One other legislative update is that the legislature also passed that immigrant refugee student success plan said to add to that student success plan set of plans that are underway and I feel like I've heard that as one of the other questions that legislators are asking like They're investing these monies in the student success plans. And particularly for student groups who have been. Less well served. Than they need to be via K 12 public education system. And what is that? You know, what does that mean? How does it connect? How do these plans support outcomes and how then therefore do we want to consider these plans and the overall set of work they're they don't go to. School districts those

phones. But I think that's, that's a potential point of. I think that that's a kind of a fine point about this model that is never like been fully appreciated is that this model doesn't estimate the total.

When the total amount of monies of the state spins, it estimates the total amount of money is that the state spins which are allocated through the state school fund, which is a different set.

Yeah, we should name that specific. All those that are in there. That are non state school funded distributed. We're never part of this model and it's, 25 year history. I think our report should really be specific about that. It's only state school fund allocations and maybe even a list of the funding sources that it does not include and never has, including federal.

And I don't know if there's, I assume there's work underway to. With between ODE and current LFO staff since this was a Doug Wilson. If the QC recommends that I can set up a meeting at Evan and J, just to make sure that please were on board and also to make sure that we get the most current numbers. We've got to be a complete agree with that. I will do that. Okay, we're coming up on time. Last questions for Evan or Evan last points that you'd like to make.

So that's everything that I've got for as far as the revenues and other funding sources that we back out of the total cost. I don't feel like that's the full answer for what counts in the model because it doesn't have all the front end inputs, but I feel like that's. This was the answer that I wanna do to answer perfectly.