



Agenda

North Clackamas School Board
Thursday, October 14, 2021 - 6:30 PM
Zoom/YouTube
12400 SE Freeman Way
Milwaukie, OR 97222

Meetings of the North Clackamas School District are currently being conducted virtually pursuant to state law.

Times listed on the agenda below are only estimates and may be adjusted.

EXECUTIVE SESSION

Convened under Oregon Laws ORS 192.660 (2)(h).

NOTICE TO MEDIA: (4) Representatives of the news media shall be allowed to attend executive sessions other than those held under subsection (2)(d) of this section relating to labor negotiations or executive session held pursuant to ORS 332.061 (2). Representatives of the news media who are permitted to attend executive sessions are specifically directed not to report on or otherwise disclose any of the deliberations or anything said about these subjects during the executive session, except to state the general subject of the session as previously announced.

5:30 Legal Counsel

6:25 Adjourn Executive Session

OPEN SESSION

6:30 Call to Order

Native Land Acknowledgement

3

Minutes - September 23, 2021

4

Consent Agenda

A. Employment Changes

6:35 Community Comments

7

6:50 1. Superintendent's Report

Presenter: Shay James

9

7:00 2. Strategic Planning: Future Ready Students - Presentation

Presenter: Tiffany Shireman

20

7:30 3. Youth Truth Survey Results - Report

Presenter: Shelly Reggiani

65

8:00	4. Summer Programs - Report	95
	Presenter: Ivonne Dibblee	
8:15	5. North Clackamas Education Foundation - Report	118
	Presenter: Shelly Reggiani	
8:35	Adjourn	



Native Land Acknowledgment

We acknowledge the land on which we sit and which we call the North Clackamas School District rests on the traditional and indigenous lands and village sites of the Native peoples of the Kalapuya, Chinook, Molalla, and the Clackamas. We take this opportunity to offer gratitude for the ability to learn, work, and be a community on this land, and we offer thanks to the original caretakers of this region. We recognize the historic policies of colonization, genocide, relocation, and assimilation that affected Indigenous and Native families both past and present and that will affect those in the future, and honor the resilience and revitalization of our Indigenous and Native communities. We pay our respects to the Elders, both past and present, who have been the stewards of this land throughout the generations.

**NORTH CLACKAMAS SCHOOL DISTRICT 12
CLACKAMAS COUNTY, OREGON
MINUTES — BOARD OF DIRECTORS REGULAR MEETING
September 23, 2021
Zoom/YouTube**

Executive Session

With due notice having been given and a quorum present, Chair Libra Forde convened executive session under ORS 192.660 (2)(h) at 5:30 p.m. with the following members present:

Libra Forde	–	Chair
Mitzi Bauer	–	Vice Chair
Jena Benologa	–	Director
Orlando Perez	–	Director
Steven Schroedl	–	Director
Tory McVay	–	Director (left meeting at 6:53 p.m.)
Shay James	–	Superintendent
Sandra Henderson	–	Board Secretary

Also present were Cindy Detchon, Ivonne Dibblee, Tiffany Shireman, and District Legal Counsel Alex Naito.

Legal – The Board consulted with Alex Naito concerning the legal rights and duties of a public body with regard to current litigation or litigation likely to be filed. (ORS 192.660 (2)(h)).

Open Session

Chair Libra Forde convened open session at 6:31 p.m.

Present, in addition to those at the executive session, were Derrick Brown, Gayellyn Jacobson, Joe Bridgeman, Khaliyah Williams-Rodriguez, Mark Moser, Petra Callin, and Shelly Reggiani. District employees and community members were provided a live stream on YouTube.

Vice Chair Mitzi Bauer read the Native Land Acknowledgement.

R20/21-20

Minutes – Jena Benologa moved, Steven Schroedl seconded the motion to approve the minutes of the regular Board meeting held September 9, 2021. Motion passed unanimously.

R20/21-21

Consent Agenda – Steven Schroedl moved, Orlando Perez seconded the motion to adopt the consent agenda as recommended:

Employment Changes - Approve employment changes as listed, with a copy of the list made as part of the official minutes, as recommended by the Executive Director of Human Resources:

Licensed – appointments, terminations

2022-2023 Budget Calendar – Approve the 2022-2023 Budget Calendar as recommended.

Budget Committee Vacancies – Declare Budget Committee appointed positions 12, 13 and 14 vacant, and proceed with the application process.

Travel Permission Request – Grant permission for 7 students from Sabin Schellenberg Center FFA to travel to Indianapolis, Indiana on October 23-31, 2021 to compete in the National FFA Convention and Expo.

Motion passed unanimously.

Community Requests

- Nicole Perry, Milwaukie, commented on her conversations with parents, school personnel and community members about safety around schools as an advocate for Safe Routes to Schools.
- Chair Libra Forde summarized the topics of emails that had been submitted to the Board.

Filipino American History Month – Chair Libra Forde presented a proclamation to designate the month of October in the year 2021 as “Filipino American History Month.”

R20/21-22 Jena Benologa moved, Orlando Perez seconded the motion to adopt the resolution to designate the month of October in the year 2021 as “Filipino American History Month” in the North Clackamas School District. Motion passed unanimously.

School District Administrators Month – Superintendent Shay James presented a resolution to designate October as “School District Administrator Month.”

R20/21-23 Jena Benologa moved, Steven Schroedl seconded the motion to adopt the resolution to designate the month of October in the year 2021 as “School District Administrator Month” in the North Clackamas School District. Motion passed unanimously.

School Presentation: View Acres Elementary – Executive Director of Elementary Programs Khaliyah Williams-Rodriguez introduced View Acres Principal Liz Manspeaker who shared a report regarding the school’s mission and shared videos featuring students and staff. Questions and comments from the Board were addressed.

Opening of School Report – Superintendent Shay James reported the status of student enrollment, isolation/quarantine impacts of COVID-19, CARE program, Family Support Center and shared facility updates and new opportunities.

Board Reports – Board members made brief reports on activities and events they had attended.

Student Investment Account Annual Report – Student Success Act Lead Administrator Joel Stuart presented the Student Investment Account Annual Report to the Board. Questions and comments were addressed.

Board Meeting Format – Superintendent Shay James shared Clackamas County Covid-19 current restrictions and statistics. The Board reached consensus to continue holding virtual meetings at this time.

Meeting adjourned at 8:49 p.m.

Unapproved

DRAFT



Code: **BDDH**
Adopted: 6/19/86
Revised/Readopted: 1/20/11; 2/24/18; 9/9/21
Orig. Code(s): BDDH

Public Comment at Board Meetings

All meetings of the Board, with the exception of executive sessions, will be open to the public. The Board invites community members of the district to attend Board meetings so that they may become acquainted with the program and operation of the district. Members of the public are also encouraged to share their ideas and opinions with the Board when appropriate. Members of the public are not permitted to engage in conduct that interferes with the ability of the Board to conduct its business.

It is the intent of the Board to ensure communications with individuals with disabilities are as effective as communications with others. An individual with a disability will be given an equal opportunity to participate in Board meetings. Primary consideration will be given to requests of qualified individuals with disabilities in selecting appropriate auxiliary aids¹ and services.

Auxiliary aids and services for persons with disabilities will be available at no charge to the individual. The district requests that all auxiliary aids and/or service requests be made with at least 48 hours notice to ensure appropriate accommodations can be secured. Should the Board demonstrate such requests would result in a fundamental alteration in the service, program or activity or in undue burdens, alternative, equally effective means of communication will be used as determined by the district.

Procedures for Public Comment at Meetings

During a Board meeting session that is open to the public, members of the public may be invited to present comments during the designated portion of the agenda for a designated allotment of time.

In order to assure that persons who wish to appear before the Board may be heard and, at the same time, conduct its meetings properly and efficiently, the Board adopts the following procedures and rules pertaining to public comment at Board meetings:

1. Any individual desiring to speak may indicate their desire by submitting their name, city of residence, either email address or phone number, and the group, if any, that is represented on the sign-in sheet or online form prior to the Board meeting;
2. A speaker should give their name, city of residence, and the group, if any, that is represented and will limit their presentation to three minutes. If there are more patrons desiring to present comments than time allotted, the Board Chair has the authority to reduce the presentation time for individual speakers or institute a prioritization process with attention to order of sign up and city of residence.

¹Auxiliary aids include, but are not limited to, such services and devices as qualified interpreters, assistive listening systems, note takers, readers, taped texts, Brailled materials and large print.

3. Speakers may offer objective criticisms of district operations and programs that are of a concern to them. The Board is restricted from hearing, and will not consider complaints regarding any individual district staff member or any person connected with the district.
4. As an organization centered around youth and their positive development, all speakers will model respectful public comment and be mindful of civil discourse.
5. The Board vests in its chair or other presiding officer authority to terminate the remarks of any individual when those remarks do not adhere to the rules established in this policy.

Petitions

Petitions may be accepted at any Board meeting. No action will be taken in response to a petition before the next regular meeting. Petitions will be referred to the superintendent for consideration and recommendation.

END OF POLICY

Legal Reference(s):

[ORS 165.535](#)
[ORS 165.540](#)
[ORS 192.610 to -192.690](#)
[ORS 332.057](#)

Americans with Disabilities Act of 1990, 42 U.S.C. §§ 12101-12213 (2017); 29 C.F.R. Part 1630 (2017); 28 C.F.R. Part 35 (2017).

Americans with Disabilities Act Amendments Act of 2008.

Baca v. Moreno Valley Unified Sch. Dist., 936 F. Supp. 719 (C.D. Cal. 1996).

Leventhal v. Vista Unified Sch. Dist., 973 F. Supp. 951 (S.D. Cal. 1997).

Cross Reference(s):

KC - Community Involvement in Decision Making
KGB – Public Conduct on District Property



Superintendent's Report

Shay James

10.14.21

Oregon's Teacher of the Year



College and Career Day: October 13

- ✓ Formerly “PSAT Day” - Redesigned to provide wide variety of college and career preparation activities for middle school and high school students
- ✓ Career talks, College Essay Writing Workshop, FAFSA information presentation
- ✓ College presentations about a variety of colleges and universities, including Historically Black Colleges and Universities
- ✓ Opportunities for people who are bi- or multi-lingual to study and work abroad
- ✓ Presentation about apprenticeship programs
- ✓ Support for students to complete college essays and FAFSA
- ✓ PSAT administration for 11th graders

**NORTH CLACKAMAS SCHOOLS
SECONDARY PROGRAMS
PRESENTS:
FUTURE READY!**
DREAMING. PLANNING. ACHIEVING.

OCTOBER 13, 2021
8:30am-3:30pm

CAREER TALKS!

HEALTHCARE CAREERS:
LEARN ABOUT NURSING & LONG TERM CARE

NONPROFIT CAREERS:
LEARN ABOUT NONPROFIT CAREER PATHS & HOW TO GET STARTED

DESIGN & BUILD CAREERS:
HEAR FROM AN ARCHITECT, AN ENGINEER & A CONSTRUCTION PROFESSIONAL

CREATIVE/ADVERTISING CAREERS:
CREATIVE CAREERS WITH WIEDEN+KENNEDY, THE GLOBAL ADVERTISING FIRM BEHIND NIKE

LEARN MORE ABOUT:

PAYING FOR COLLEGE

- FAFSA/ORSAA WORKSHOP
- HOW TO NAVIGATE FINANCIAL AID AS AN UNDOCUMENTED/DACAMENTED STUDENT

APPLYING AND PREPARING FOR COLLEGE

- APPLY TO COLLEGE (SENIORS ONLY)
- COLLEGE AND SCHOLARSHIP ESSAY WORKSHOP
- FIRST GENERATION LATINX COLLEGE READINESS

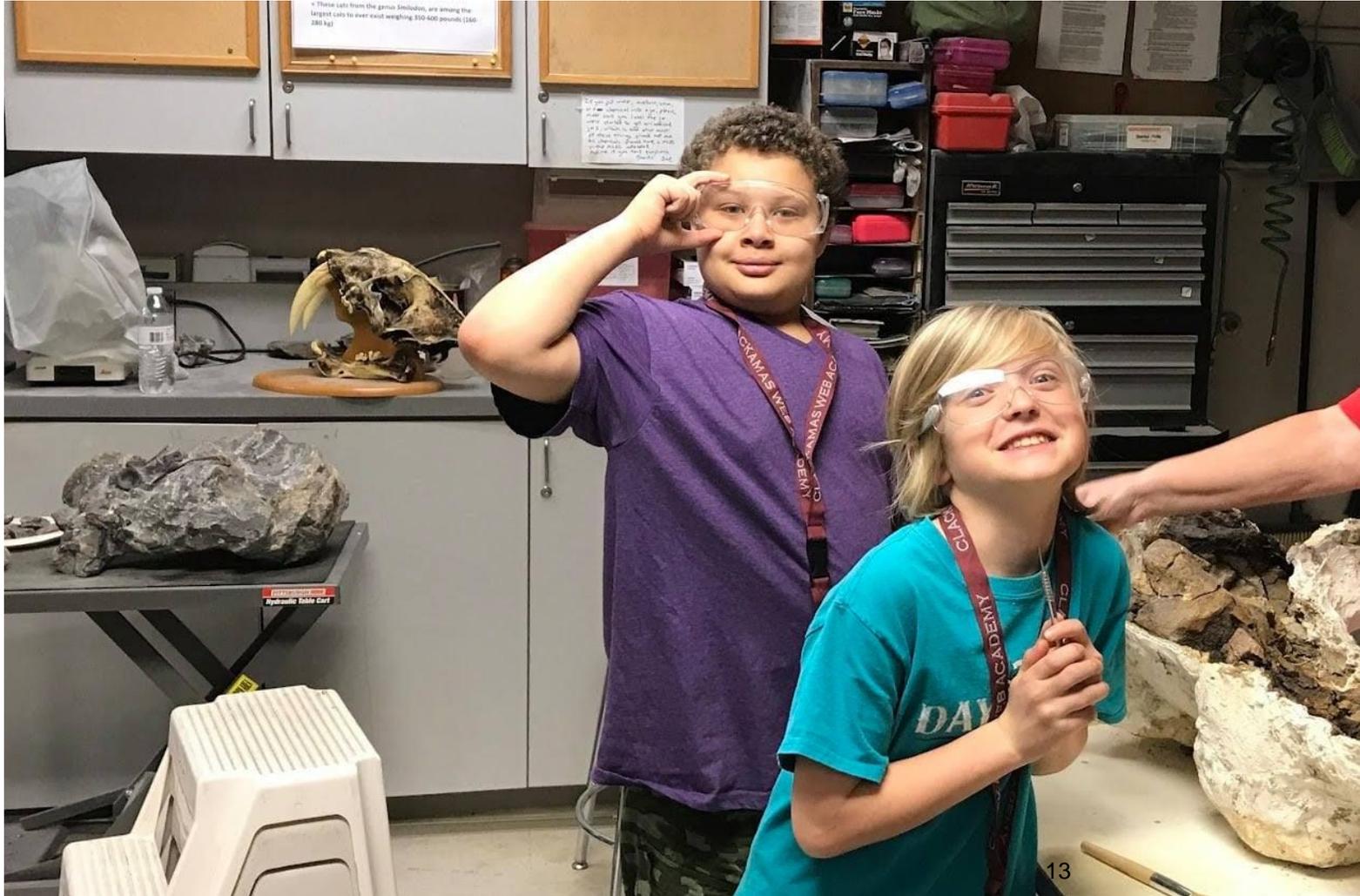
EXPLORING POST SECONDARY OPTIONS

- TRADES AND APPRENTICESHIPS
- BI/MULTILINGUAL STUDY AND WORK ABROAD
- EXPLORING CAREERS IN THE MILITARY

Milwaukie High School Ribbon Cutting



Shout out to Clackamas Web Academy



Ranked No. 5 in a national review of the top-ten online charter schools for 2021

by Vastleader.com

****Picture taken prior to COVID-19***

Covid-19 / School Operations Update

- ✓ Staff Covid-19 vaccination or religious/medical exception required by October 18 statewide in school districts. Anticipated staffing impact in North Clackamas: less than 5 employees (out of 2100+) are currently non-compliant with mandate.
- ✓ Substantial shortage of substitute employees: certified and classified
- ✓ Written guidance developed: staff home visits, high school student overnight travel
- ✓ Continued review of updated guidance from Oregon Department of Education, Oregon Health Authority and Clackamas County Public Health
 - Updated ODE/OHA (10/1/21) guidance: limit extracurricular activities to greatest extent possible, hold family events online or outdoors to greatest extent possible
- ✓ Working with Oregon Health Sciences University on initiating an optional, weekly student COVID-19 test that is administered at home. Monitoring roll out in two neighboring school districts, developing implementation timeline.

Covid-19 Data Update

✓ Weekly COVID-19 vaccination data on North Clackamas website

Week Ending	Isolation			Quarantine			Total Impacted	Total Contacts
	Employees	Students	Total	Employees	Students	Total		
9/3/2021	8	16	24	0	8	8	32	
9/10/2021	9	71	80	1	91	92	172	186
9/17/2021	10	38	48	1	103	104	152	265
9/24/2021	1	37	38	2	107	109	147	337
10/1/2021	5	41	46	0	194	194	240	491
10/8/2021	4	42	46	0	192	192	238	424
	37	245	282	4	695	699	981	1703

Covid-19 Data Update

- ✓ COVID-19 vaccination tracing team (9 staff members)
- ✓ As a snapshot, the number of tracing/isolation/quarantine contacts to families being made:

<u>Week Ending</u>	<u>Average Contacts with Families Each School Day</u>
9/10/21	47
9/17/21	53
9/24/21	67
10/1/21	98
10/8/21	106

Student and Family Support Update

In addition to ongoing support services at Wichita Center and schools, NCSD is providing:

- ✓ Meal pick up options in two locations for students who are isolating or quarantined and for students in the Virtual Online Program
- ✓ Two new school based Student Health Centers opened this fall at Clackamas High School and Adrienne C. Nelson High School.

Division 22

2020-2021 Report

- ✓ Division 22 are the OAR's that govern standard practices in public schools
- ✓ School Districts are required to publicly report their compliance with the standards each year
- ✓ District staff have reviewed the requirements for compliance for 2020-2021
- ✓ North Clackamas is in compliance with the required standards for 2020-2021
- ✓ North Clackamas will communicate our compliance with the Oregon Department of Education and post a statement on the district website by the November deadline

Special thanks to all who
have made hard work,
lighter work!

SUPERINTENDENT’S RECOMMENDATION:

This item is presented for Board information and discussion.

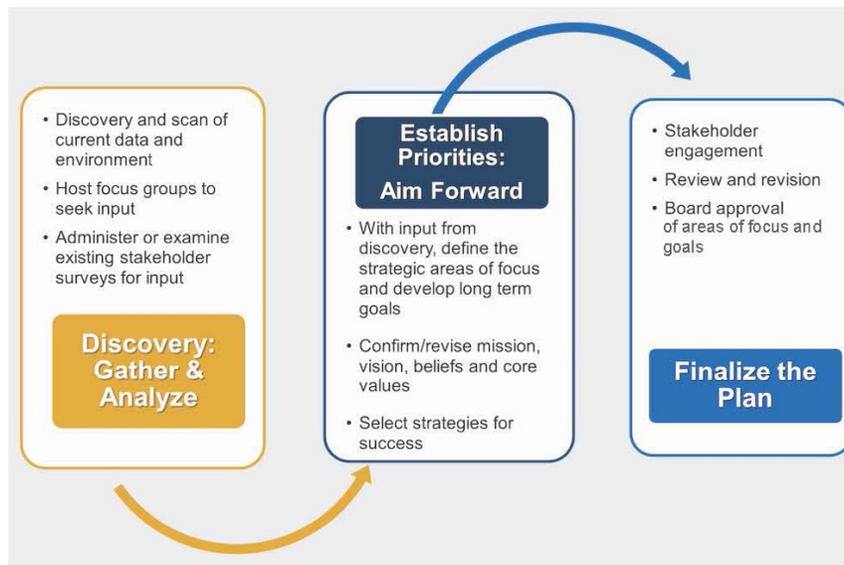
REASON FOR BOARD CONSIDERATION:

Continuation of North Clackamas School District Strategic Planning Process

BACKGROUND:

On September 9, 2021 the School Board received a presentation outlining the timeline and process to be used to develop the school district’s next strategic plan.

With assistance from consultant partners from STUDER Education, a three-phase process has been designed to develop the next Strategic Plan over the course of the 2021-2022 school year.



Since the last presentation,

- a multi-lingual [strategic planning](#) website has been launched,
- messaging about strategic planning has been circulated broadly among stakeholders in multiple languages,
- an initial list of documents to review as part of the district’s environmental scan has been assembled,
- discovery focus group facilitation training was held for culturally specific focus group facilitators,
- a visioning session has been held with the NCSD Executive Administrative team,
- a draft staff, parent and community survey has been developed and is being translated for circulation in late October, and
- eighteen discovery focus groups have been scheduled in October.

This presentation will be an opportunity for the Board to receive:

- an update on the strategic planning process to date, and
- initiate visioning for the school district with a “Future of Work” presentation from Clackamas Workforce Partnership

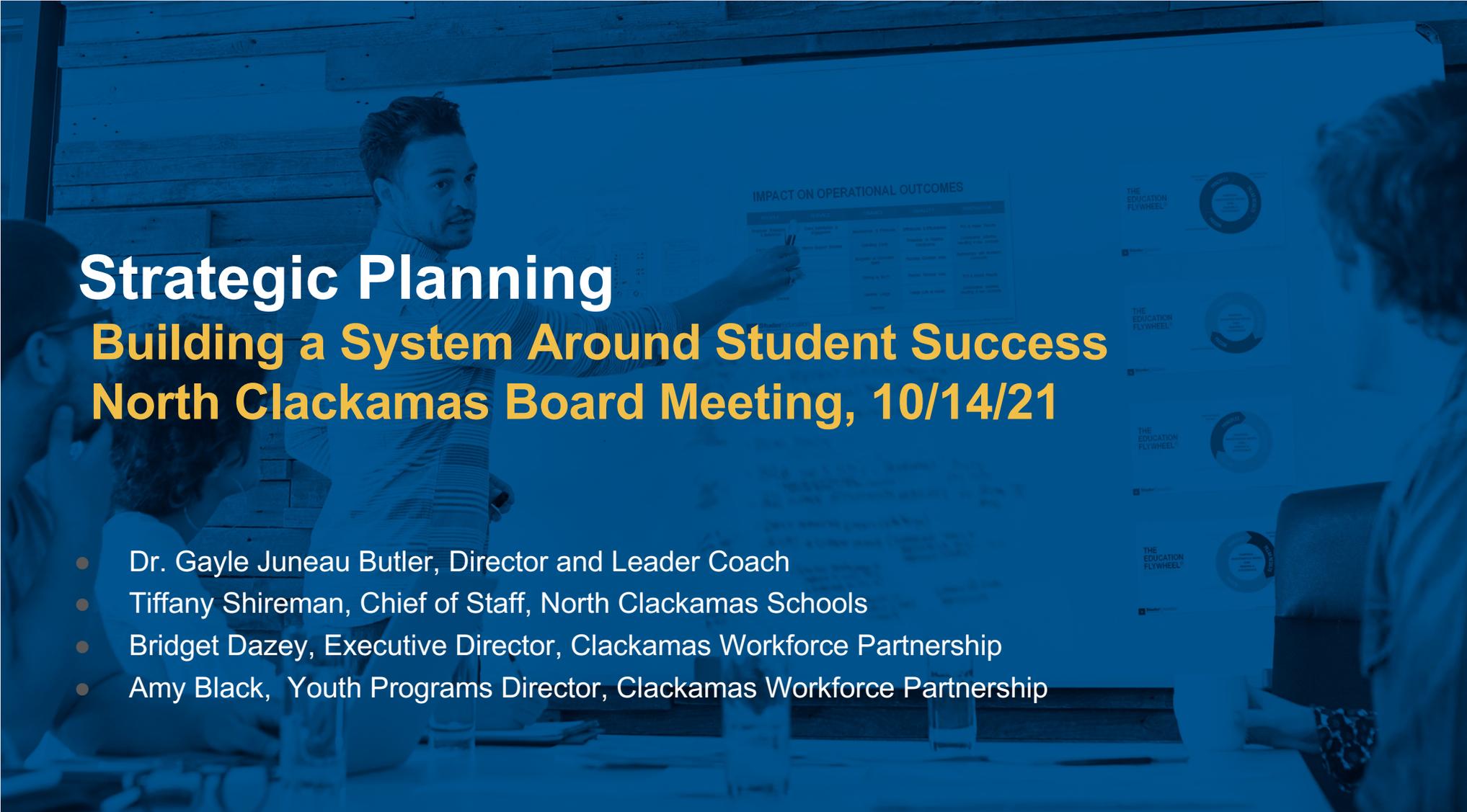
Additionally, North Clackamas Schools staff will provide a presentation focused on students’ voices from the annual Youth Truth survey. This information will also be helpful with strategic plan visioning.

ATTACHMENTS:

- A. Strategic Planning Presentation Slides, 10/14/21
- B. Clackamas Workforce Partnership Slides, 10/14/21

PRESENTER / STAFF CONTACT:

- Bridget Dazey, Executive Director, Clackamas Workforce Partnership
- Amy Black, Youth Program Manager, Clackamas Workforce Partnership
- Tiffany Shireman, Chief of Staff
- Dr. Gayle Juneau Butler, Strategic Planning and Organizational Development Consultant, STUDER Education

A man in a light-colored shirt is pointing at a large chart titled "IMPACT ON OPERATIONAL OUTCOMES" on a wall. The chart is a complex diagram with multiple columns and rows, likely representing a strategic plan or operational outcomes. The background is a blue-tinted photograph of a meeting room with other people seated around a table.

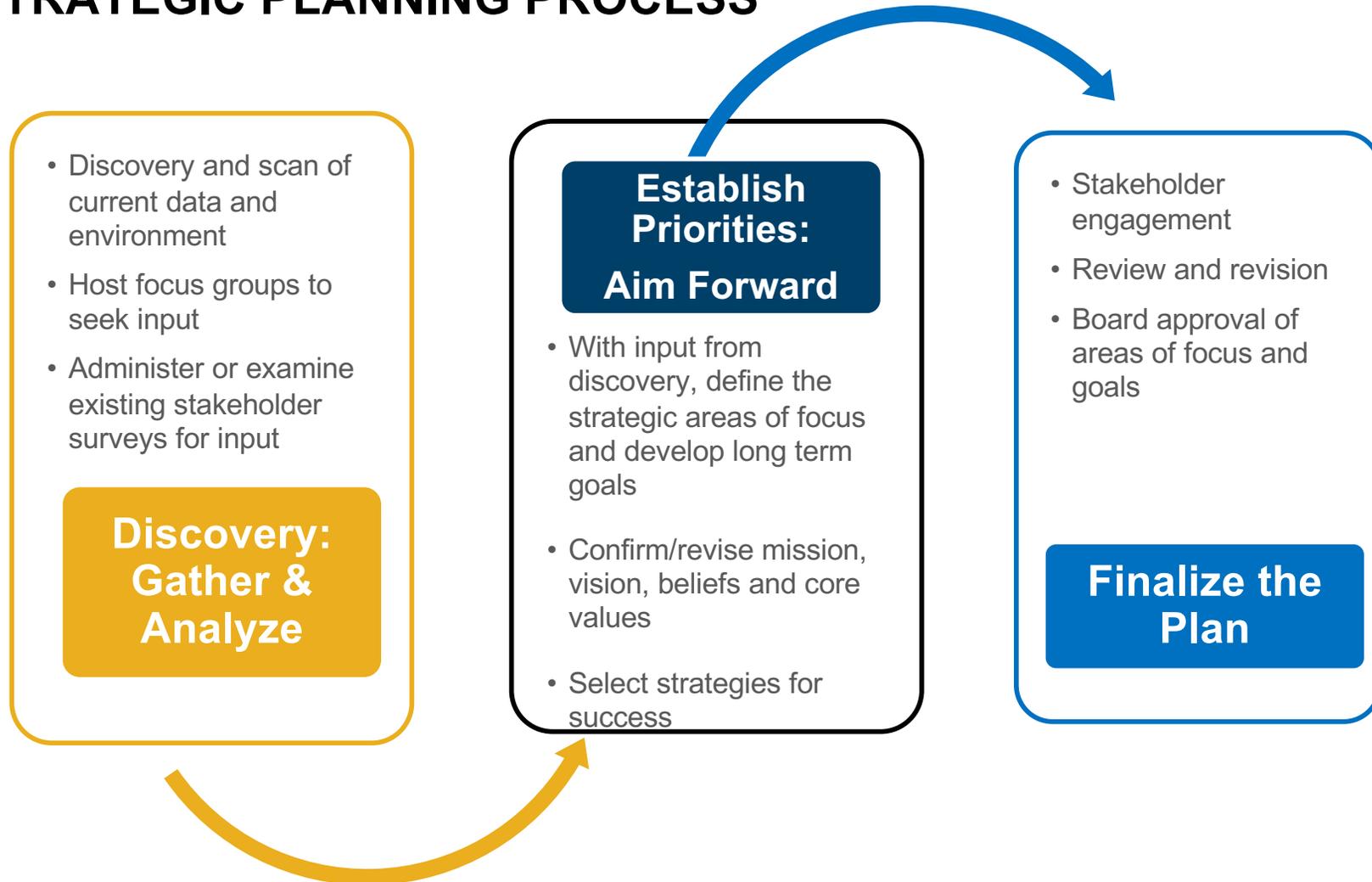
Strategic Planning

Building a System Around Student Success

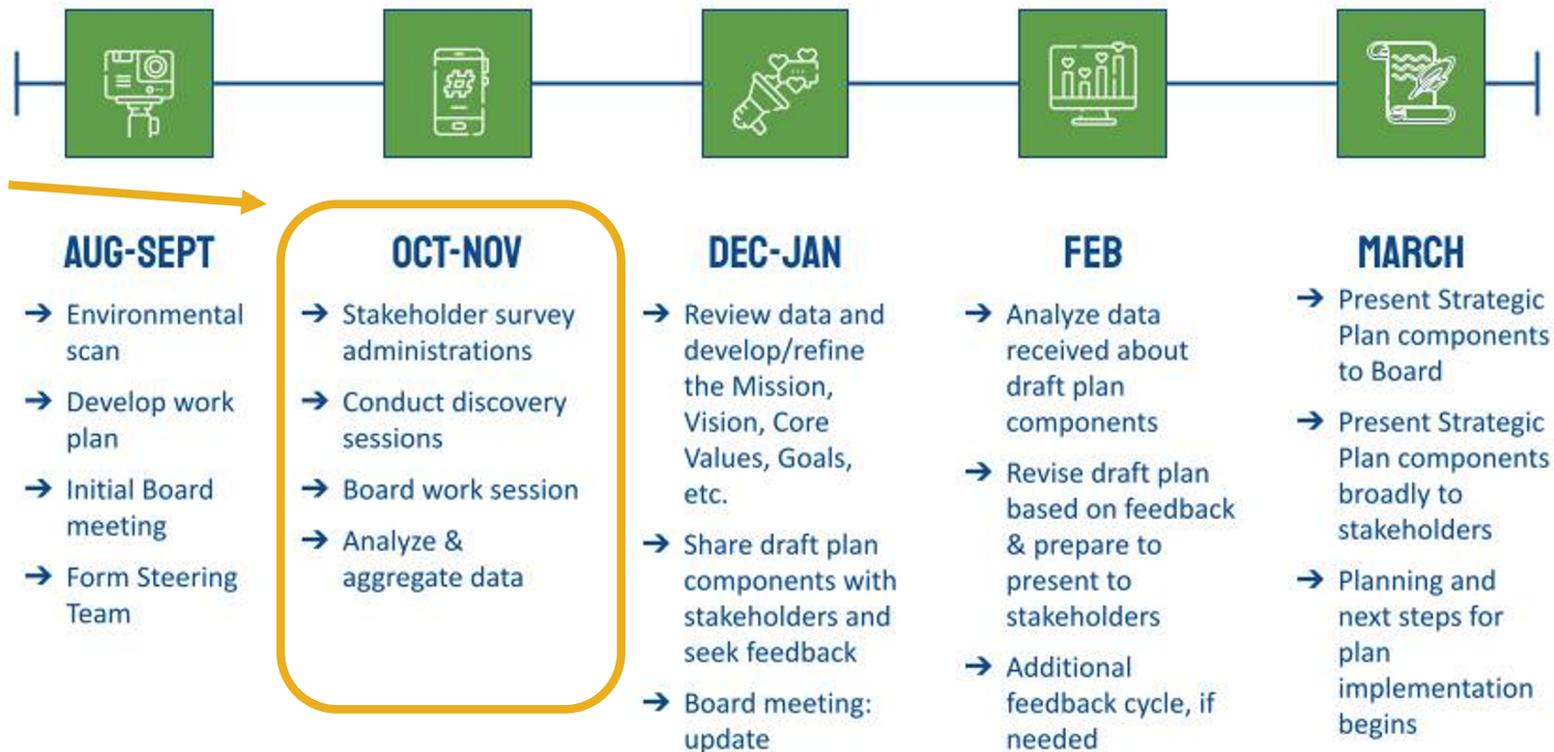
North Clackamas Board Meeting, 10/14/21

- Dr. Gayle Juneau Butler, Director and Leader Coach
- Tiffany Shireman, Chief of Staff, North Clackamas Schools
- Bridget Dazey, Executive Director, Clackamas Workforce Partnership
- Amy Black, Youth Programs Director, Clackamas Workforce Partnership

THE STRATEGIC PLANNING PROCESS



REVISING OUR STRATEGIC PLAN, 2021-2022



RECENT ACTIONS

Discovery: Gather & Analyze

- a multi-lingual strategic planning website has been launched,
- messaging about strategic planning has been circulated broadly among stakeholders in multiple languages,
- an initial list of documents to review as part of the district's environmental scan has been assembled,



RECENT ACTIONS

Discovery: Gather & Analyze

- discovery focus group facilitation training was held for culturally specific focus group facilitators,
- a visioning session has been held with the NCSD Executive Administrative team,
- a draft staff, parent and community survey has been developed and is being translated for circulation in late October, and
- eighteen discovery focus groups have been scheduled in October.

THIS EVENING'S PRESENTATIONS - informing future visioning

Discovery: Gather & Analyze

- Clackamas Workforce Partnership:
Future of Work
- Student Voice:
Annual YouthTruth survey



Future Ready Clackamas

OCTOBER 14, 2021

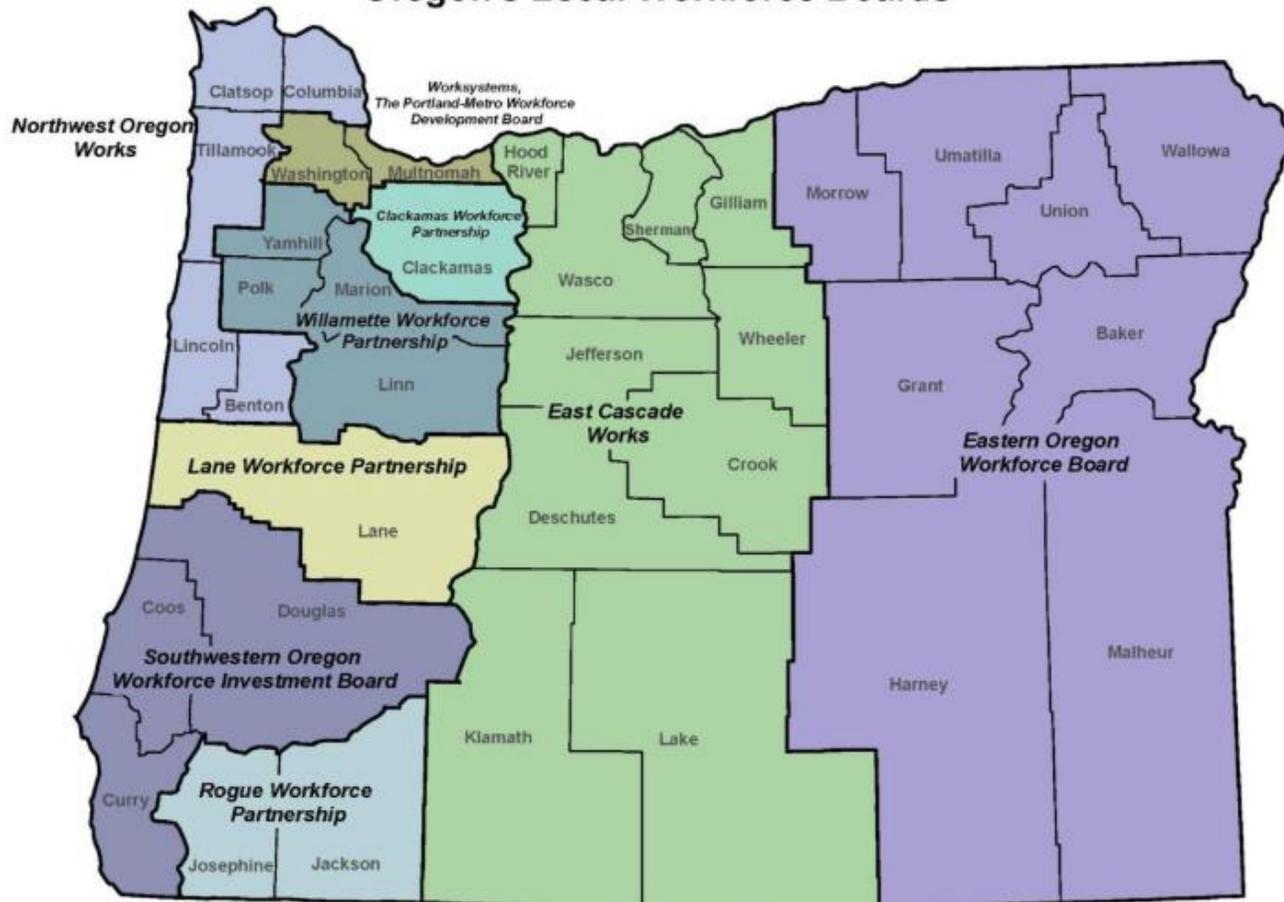
BRIDGET DAZEY, CLACKAMAS WORKFORCE PARTNERSHIP

The Future of Work - today and beyond

“As basic automation and machine learning move toward becoming commodities, uniquely human skills will become more valuable.”

- Devin Fidler, Research Director at the Institute for the Future

Oregon's Local Workforce Boards



Oregon Employment Department, 6/21/2018

Oregon Local Workforce Board Map

Workforce Board 101

13 Functions of a WIOA Workforce Board

- Develop a Local Plan
- Regional Research & Labor Market Analysis
- Convening, Brokering, Leveraging
- Promote Employer Engagement
- Career Pathways Development
- Prove & Promising Practices
- Technology
- Program Oversight
- Negotiation of Local Performance
- Selection of Operators & Providers
- Coordination with Education Providers
- Budget & Administration
- Accessibility for Individuals with Disabilities

Our Vision and Equity

- ▶ Systems Change through more agile government
- ▶ Equity in action
- ▶ Fund outcomes, not inputs
- ▶ Person- and family-centered
- ▶ Listen to service recipients and providers
- ▶ Use data as an asset to drive performance improvement



EDUCATION

Spring Numbers Show 'Dra... College Enrollment

Oct 27, 2020, 11:09am EDT | 71,659 views

U.S. Lost Over 60 Million Jobs—Now Robots, Tech And Artificial Intelligence Will Take Millions More

Workplace Safety & Health Topics

Occupational Safety and Health and Climate

Impact of Climate on Workers

Related Publications

Related Topics

[Outdoor Workers](#)

[Heat Stress](#)

[Poisonous Plants](#)

Impact of Climate on Workers



A number of both indoor and outdoor worker populations include: emergency responders, health care workers, transportation workers. Climate conditions can create unanticipated hazards. Workers may also be exposed to avoid. For worker populations such as migrant workers and economic constraints, the adverse health effects...

Largest U.S. Decline In

Michael T. Ni...
Education

Help needed: Hospitality industry struggles to hire employees

By Corey Buchanan and Clara Howell | September 08 2021

Some local businesses say unemployment benefits could be leading to a less motivated workforce.



09-16-21 | 10:00 AM | WORKPLACE EVOLUTION

This is how creatives can make the most of a shift to hybrid work

Not all creative professionals can work from anywhere, but the last year and half has revealed some helpful tips for those bound to the studio or office.



September 1, 2021
10:00 AM PDT
Updated 16 days ago

Macro Matters

U.S. childcare in short supply as burned-out workers quit, new hires hard to find

\$10 Billion in Student Debt Erased Under Biden, but Calls Grow for More

Even without the blanket forgiveness that progressives have pushed, the administration has sped up and broadened its relief efforts before borrowers are set to resume payments in January.

33



BUSINESS • COVID-19
Millions of Americans Have Lost Jobs in the Pandemic—And Robots and AI Are Replacing Them Faster Than Ever





Workforce at a National Level



McKinsey Institute: Closing the skills gap: Creating workforce-development programs that work for everyone

“On the one hand, almost 40 percent of American employers say they cannot find people with the skills they need, even for entry-level jobs. Almost 60 percent complain of lack of preparation, even for entry-level jobs.

On the other hand, this “skills gap” represents a massive pool of untapped talent, and it has dire consequences, including economic underperformance, social unrest, and individual despair.”

Cognitive	
Critical thinking <ul style="list-style-type: none"> ● Structured problem solving ● Logical reasoning ● Understanding biases ● Seeking relevant information 	Planning and ways of working <ul style="list-style-type: none"> ● Work-plan development ● Time management and prioritization ● Agile thinking
Communication <ul style="list-style-type: none"> ● Storytelling and public speaking ● Asking the right questions ● Synthesizing messages ● Active listening 	Mental flexibility <ul style="list-style-type: none"> ● Creativity and imagination ● Translating knowledge to different contexts ● Adopting a different perspective ● Adaptability ● Ability to learn

Self-leadership	
Self-awareness and self-management	
<ul style="list-style-type: none"> ● Understanding own emotions and triggers ● Self-control and regulation ● Understanding own strengths 	<ul style="list-style-type: none"> ● Integrity ● Self-motivation and wellness ● Self-confidence
Entrepreneurship	
<ul style="list-style-type: none"> ● Courage and risk-taking ● Driving change and innovation 	<ul style="list-style-type: none"> ● Energy, passion, and optimism ● Breaking orthodoxies
Goals achievement	
<ul style="list-style-type: none"> ● Ownership and decisiveness ● Achievement orientation 	<ul style="list-style-type: none"> ● Grit and persistence ● Coping with uncertainty ● Self-development

Interpersonal	
Mobilizing systems <ul style="list-style-type: none"> ● Role modeling ● Win-win negotiations ● Crafting an inspiring vision ● Organizational awareness 	Developing relationships <ul style="list-style-type: none"> ● Empathy ● Inspiring trust ● Humility ● Sociability
Teamwork effectiveness	
<ul style="list-style-type: none"> ● Fostering inclusiveness ● Motivating different personalities ● Resolving conflicts 	<ul style="list-style-type: none"> ● Collaboration ● Coaching ● Empowering

Digital	
Digital fluency and citizenship	
<ul style="list-style-type: none"> ● Digital literacy ● Digital learning 	<ul style="list-style-type: none"> ● Digital collaboration ● Digital ethics
Software use and development	
<ul style="list-style-type: none"> ● Programming literacy ● Data analysis and statistics 	<ul style="list-style-type: none"> ● Computational and algorithmic thinking
Understanding digital systems	
<ul style="list-style-type: none"> ● Data literacy ● Smart systems 	<ul style="list-style-type: none"> ● Cybersecurity literacy ● Tech translation and enablement

McKinsey Institute: 56 Foundational Skills & Development

¹Distinct elements of talent.

Empathy/Culture/Human Interaction
Creativity/Ideas/Enterprise
Variety

Dexterity

Diagnostics/Analysis/Gut
Brokering/Trust
Repetitive



Farm laborers	Accountants	Nursing	Chief executives
Food prep	Escrow and Title	Pharmacists	Interior designers
Food service	Appraisers	Engineers	Social workers
Painters	Bookkeepers	Architects	Microbiologists
Gardeners	Radiologists	Composers	Designers
Surveyors	Drivers	Dentists	Supervisors
Construction	Maintenance	Therapists	Chiropractors
Payroll	Telemarketers	Surgeons	Orthodontists
Tellers	Miners	Counsellors	Managers
Mortgage brokers	Cashiers	Marketing managers	Coaches
Tax preparers	Underwriters	Photographers	Psychologists
Real-estate brokers	Clerks	Research scientists	Foresters
Loan officers	Paralegals	School teachers	Curators
Receptionists			



State Level Considerations

A nighttime photograph of a city highway interchange. The scene is illuminated by streetlights and city buildings in the background. Light trails from cars are visible on the road, creating a sense of motion. The sky is dark with some light from the city lights.

Workforce in Oregon

- ▶ Oregon's unemployment rate dropped to 4.9% in August from 5.2% in July.
- ▶ Since the low point of April 2020, at the economic depths of the COVID-induced recession, Oregon has recovered 204,700 jobs, or 72% of the jobs lost during the recession.
- ▶ Number of ads posted in Oregon totaled 115,500 in August

Workforce in Oregon



Manufacturing will likely face broken supply chains resulting from the pandemic for years to come.

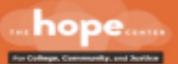


Retail will continue to be affected by the rise in ecommerce while commercial construction will likely see lower activity due to increased office vacancies, a shift toward telework, and fewer hotel projects due to decreased travel demand.



All three of these industries will comprise a smaller share of the economy over the next 10 years than was forecasted prior to the COVID-19 pandemic.

#REALCOLLEGE	Community Colleges (2015-2019)	Oregon's Community Colleges (2019)
Food Insecurity	42-56%	41%
Housing Insecurity	46-60%	52%
Homelessness	12-18%	20%



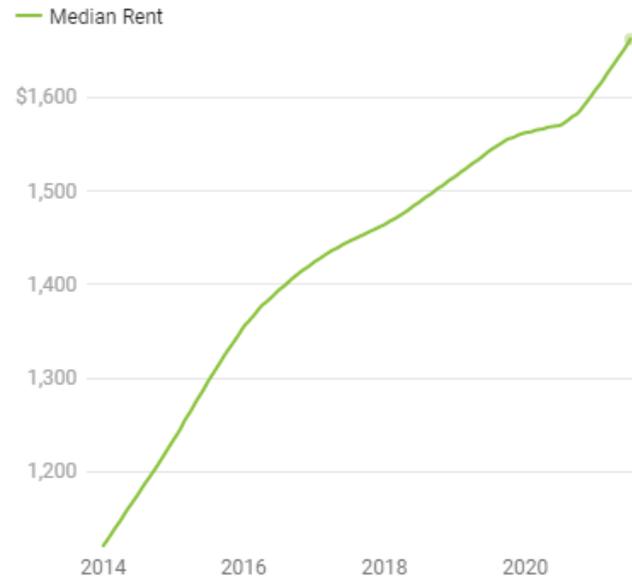
Data source: The Hope Center. (2020). Oregon Community Colleges, #RealCollege Survey.

The Struggle for Community College Students

\$552k Median Home Listing Price

\$1,662 Median Rent

Median Rent for Two Bedroom Apartment



Source: Zillow • [Get the data](#)

Median Home Listings Price



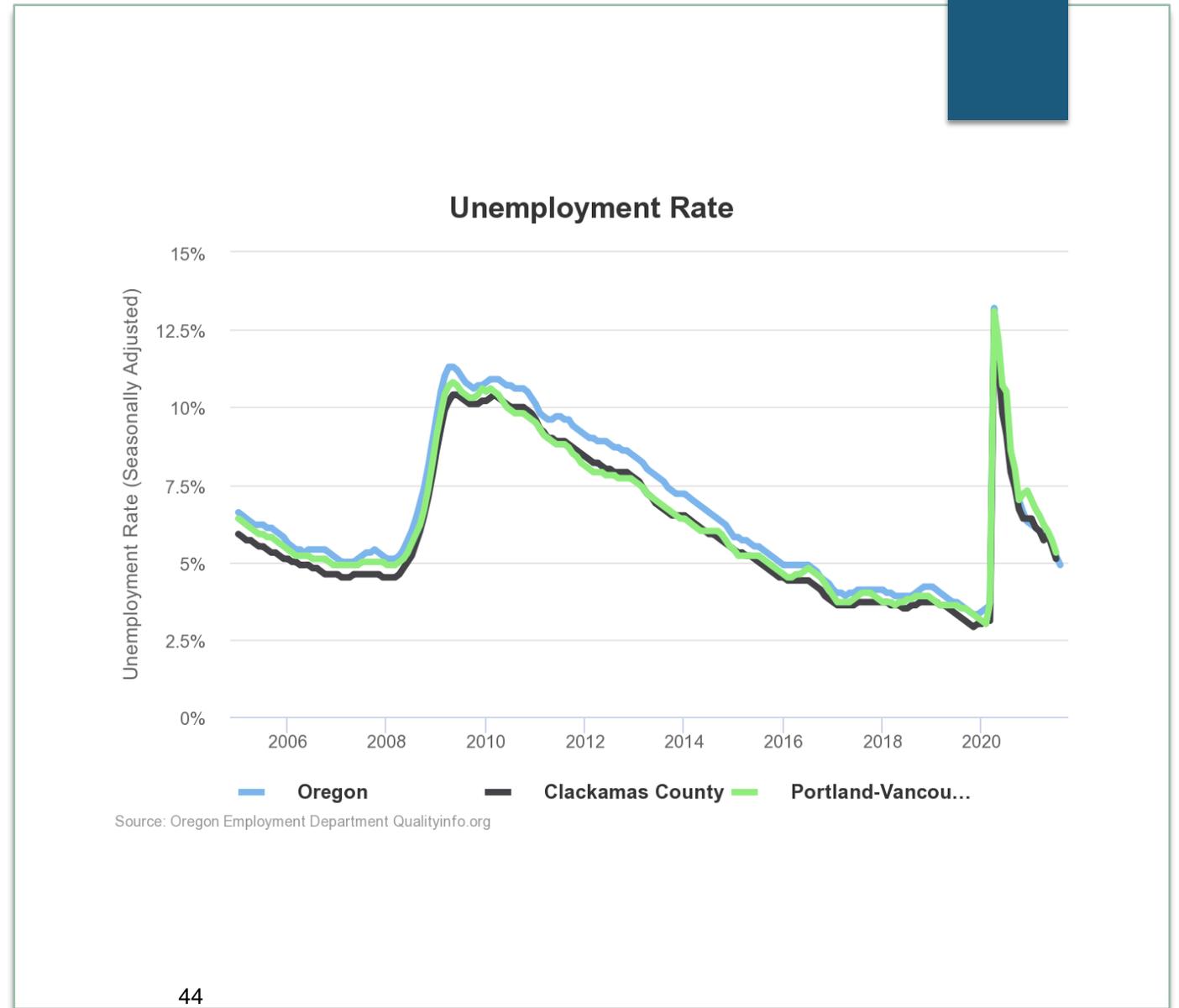
Source: Realtor.com • [Get the data](#)



Workforce in Clackamas County

March of 2020

- ▶ The Portland-Vancouver-Hillsboro Metro area lost over 144,000 jobs in one month during the height of the pandemic
- ▶ Clackamas County was at a 12.4% rate almost overnight



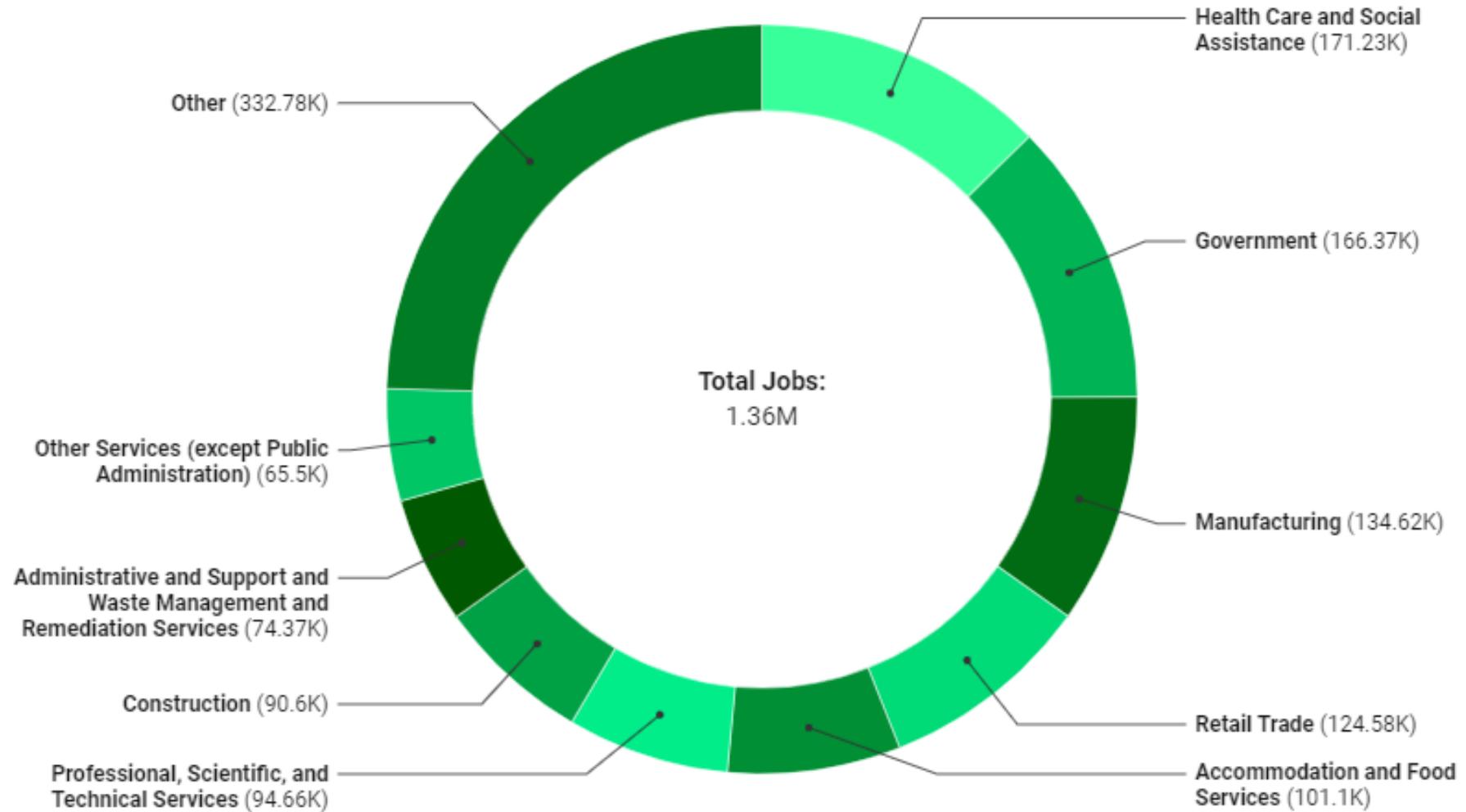
Workforce in Clackamas County by the Numbers

Currently 418,000 people living in Clackamas County

- ▶ August Job Openings 10,384
- ▶ Total Unemployed 11,411 in July
- ▶ 61% labor force participation rate
- ▶ Since 2015, the number of older workers has grown by 4,553 or by 1.3%. There are now nearly one in four workers in the county who are 55 years and older.



Employment by Industry



Top Hard Skills

■ Postings ■ Worker Profiles



Source: Emsi • [Get the data](#)



Clackamas County's Key Business Clusters



Advanced
Manufacturing



Food & Beverage



Health Care



High Tech, Software
& Media Production



Agriculture, Nurseries
& Green Houses



Professional &
Business Services



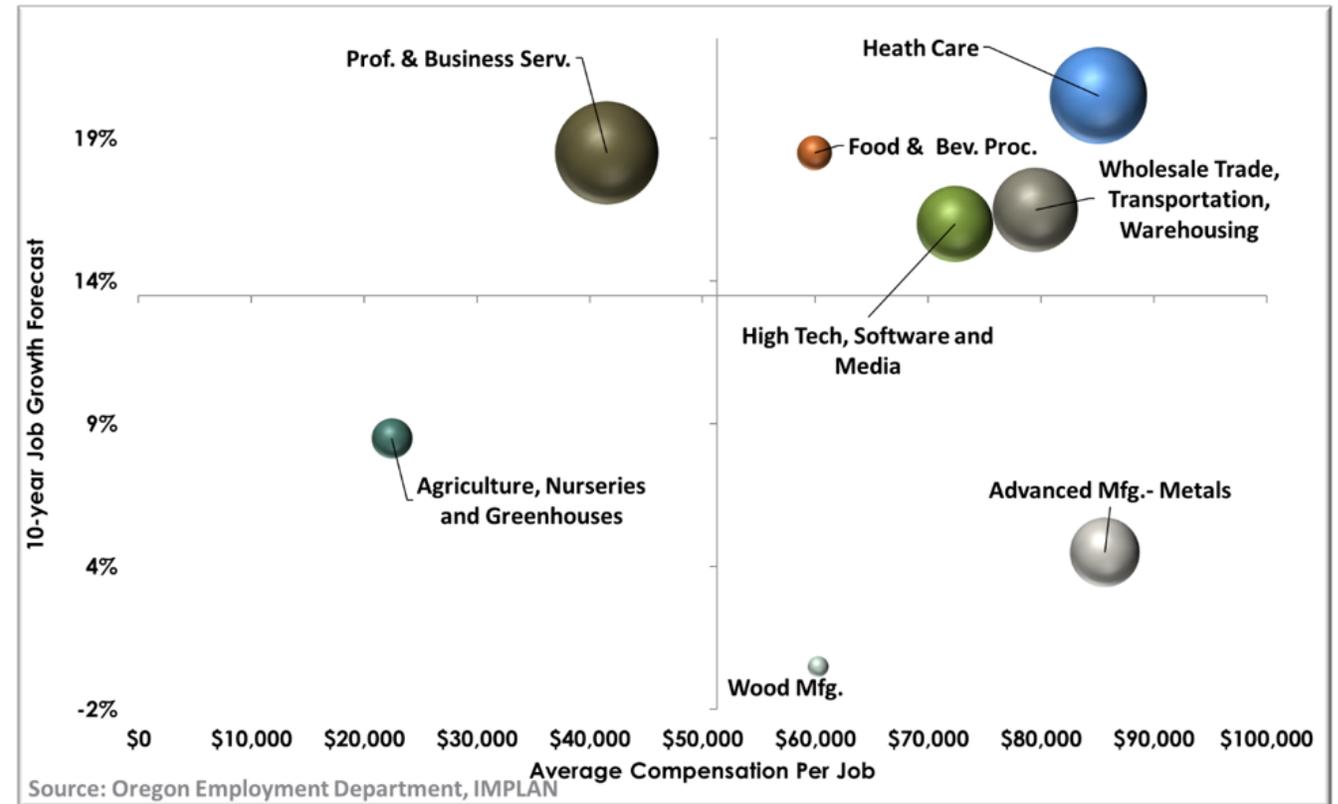
Wholesale Trade



Wood Product
Manufacturing

Clackamas County

Comparison of Key Cluster Job Growth and Average Compensation (sized based on annual GDP)





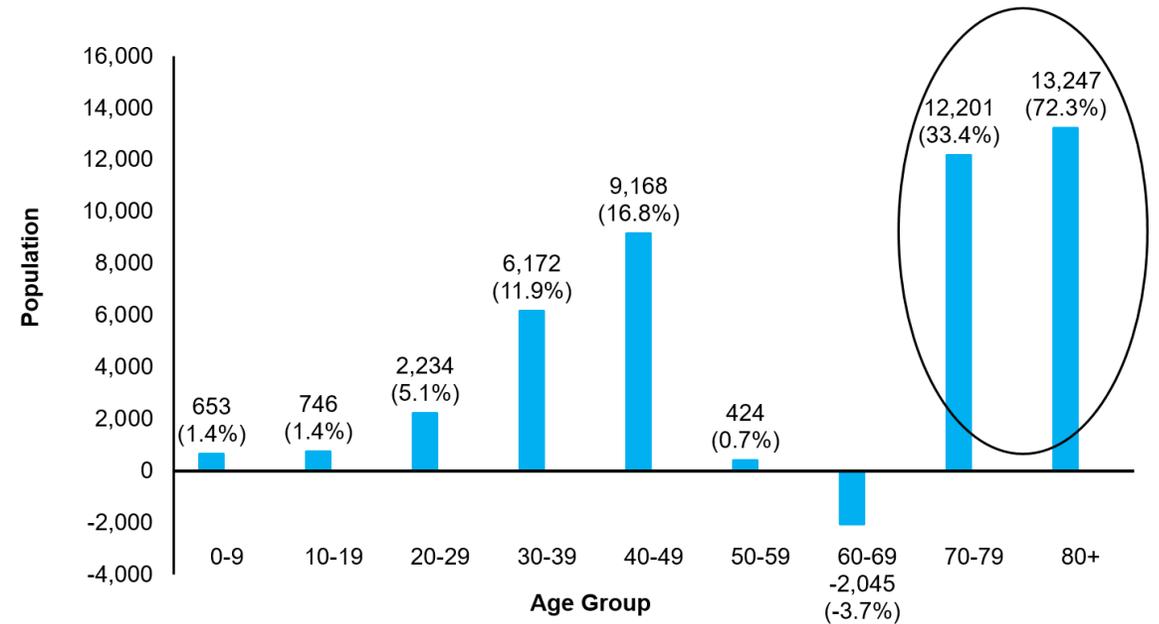
Workforce Equity is not a zero-sum game

Evaluating the job descriptions within your organization – why are we struggling to attract quality applicants? Why are we struggling to retain quality team members?

The changing landscape of retirement may be causing a significant portion of older Americans to push back their retirement dates or to re-enter the labor force.

- ▶ Nearly 1/3 of seniors stated that 2020 had a negative impact on their retirement plans.
- ▶ More than 1 in 5 seniors said 2020 caused them to withdraw additional money from one or more retirement accounts.
- ▶ 45% of respondents indicated that they plan on working part-time or picking up a side job during their retirement years.
- ▶ Nearly 1 in 5 seniors responded that they now plan to work past age 70 and an additional 12% indicated they plan to work full time for the rest of their lives.

**Oldest Population Expected to Surge in the Next Decade
Projected Population Growth by Age Group: 2020 - 2030
Clackamas County**



Source: Oregon Employment Department and PSU, Population Research Center

A hand is shown holding a wooden block with a woman icon on the left and a man icon on the right. Below it, several other wooden blocks are arranged on a keyboard, some with woman icons and some with man icons. The background is a blurred keyboard.

The Future of Workforce Equity & How You Can Help Create It

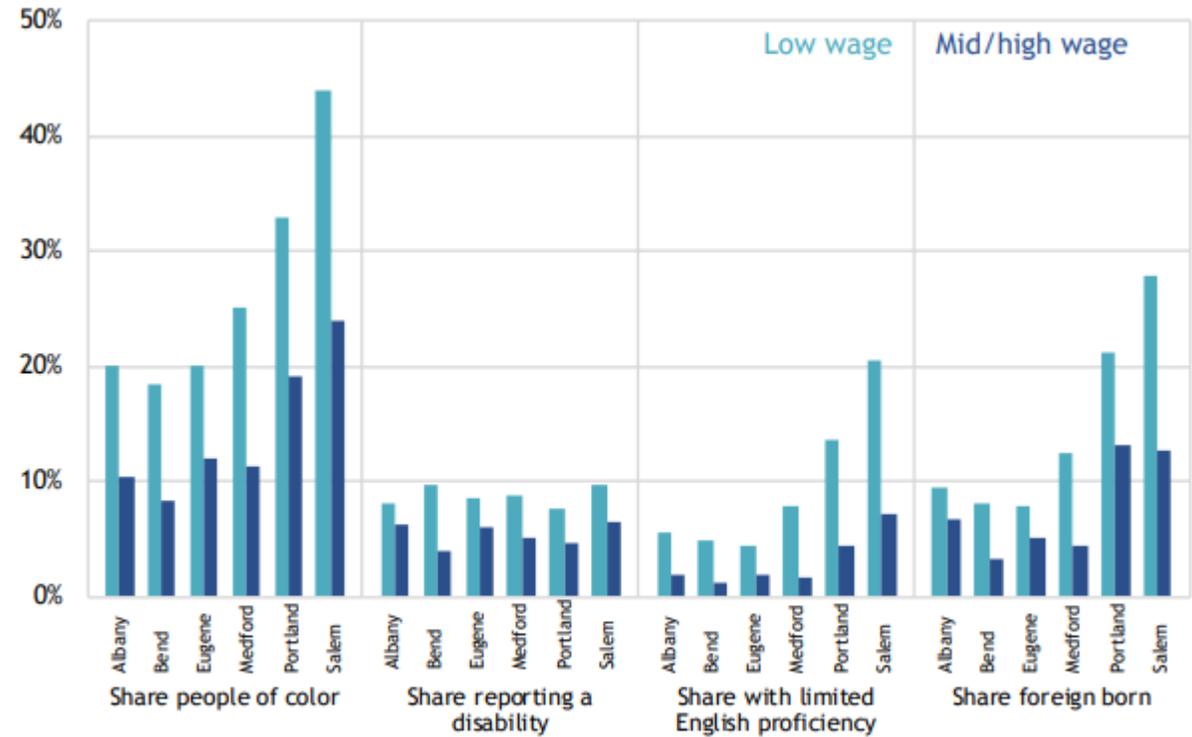
It is projected that by 2060 the interracial population will grow up to 74 percent from what it is now and that the nation will become “minority white.”

Progress to equity starts now.

WTDB Talent Assessment 2020 Update

Cross-walking low-wage worker percentages with various populations is extremely important in terms of looking at the future of work through an equity lens.

Figure 7. Characteristics of low-wage workers versus mid- to high-wage workers in Oregon metro areas, 2016



Data source: Ross, Martha and Bateman, Nicole. "Meet the Low-wage Workforce." Brookings Metropolitan Policy Program. November 2019.

Columbia Willamette Workforce Collaborative (CWWC):

Quality Jobs Initiative & Early in the Automation Age

- Prioritizes advancing workforce equity
- Must be aligned with workforce programs and target customer supply
- Storytelling component to elevate partners/companies
- Blueprint for companies who want to make improvements for their workforce
- Inclusive of all companies who express commitment to provide quality jobs
- Data driven – wage standards based on self-sufficiency standard and/or other best practices



Other trends to pay attention to

- ▶ **Climate Crisis:** According to a 2019 report by The Oregon Climate Change Research Institute, Oregon is projected to warm up 9 to 12 degrees by 2100 and to experience a rise in extreme precipitation and sea levels, affecting our coastal community's. Climate change not only impacts our food supplies, but also exacerbates societal challenges like food and housing insecurity.
- ▶ **Career Pauses:** [These Millennials Are Dumping Their Jobs to Plot New Careers](#) - *The Wall Street Journal*
- ▶ **Pandemic Burnout:** [A Year Into Remote Work, No One Knows When to Stop Working Anymore](#) - *The Wall Street Journal*
- ▶ **Acceleration in workforce resilience, agility and capability:** [Unleashing Workforce Potential](#) – *Deloitte*
- ▶ **Workforce of the Future – [Automation putting jobs at risk](#) – Price Water House (PWC)**
 - ▶ 37% are worried about automation putting jobs at risk (up from 33% in 2014)
 - ▶ 74% are ready to learn new skills or re-train to remain employable in the future
 - ▶ 60% think 'few people will have stable long-term employment in the future'.
 - ▶ 73% think technology can never replace the human mind

Creating a Workforce Equipped with the Skills of the Future

Complex problem solving

Critical thinking

Creativity

People management

Coordinating with others

Emotional intelligence

Judgment and decision making

Service orientation

Negotiation

Cognitive flexibility

Project Management

Looking Ahead

Improving access to relevant training through better information and technology –

It will be important to see if COVID forcing virtual education will expedite the shift of higher education in that direction (and hopefully lower costs!)

Scaling practices that document and certify skills.

Expanding Apprenticeships and the need to look more closely at the Swiss model



RECOMMENDATION



What the future looks like? (or could...) in 2030?



Initiatives of interest in the Clackamas and Metro area

- Preschool for All
- Metro Supportive Housing Services
- Quality Jobs (Columbia-Willamette Workforce Collaborative)
- Modernization of Workforce System
- Youth Homelessness Demonstration Pilot
- Foster Youth to Independence Project
- HB 2092 Youth Employment

Workforce in Everyday Life



Systems Change

Priority Populations

Industry Sectors

- Manufacturing
- Tech
- Health Care
- Construction
- Early Care and Education

Equity and Inclusion

Entrepreneurship

State of the Workforce

Opportunity Youth

Child Care

Public-Private Partnerships

Higher Education

Apprenticeships

Work-based Learning

Reengagement of Youth in
Education / Training / Work

Foster Care

Child Welfare

Housing Shortage and Demand



Partnerships across sectors & systems is the key to our success

Clackamas Workforce Partnership Board of Directors

Peter Lund
SuperGenius Studio
Board Chair

Brooke Brownlee
Portland General Electric
Board Vice Chair

Kyle Lang
Canby Economic Development
Secretary/Treasurer

Stephen Achilles
Exceed Enterprises

Tyson Arnold
Timber Lake Job Corps

Tracy Calderon
Oregon Employment Department (WSC)

Rod Cook
Clackamas County - Dept of HHHS

LarleneDunsmuir
Oregon Nurses Foundation

Aeric Estep
MacDonald Miller

Doug Franklin
DHS Vocational Rehabilitation

David Green
Citizens Bank
Previous Board Chair

Gordon Harvey
General Sheet Metal

Eric Johnston
Todos Juntos

Seth Lyons
DHS Self Sufficiency

Matthew Millard
AFSCME Local 328

Cindy Moore
Clackamas County Economic Development

David Plotkin
Clackamas Community College

Tracy Rumpca
Woodcraft Industries

Commissioner Martha
Clackamas County Commissioner

Vanessa Stewart
Sheet Metal Workers Local 16

Ravinder Waraich
Infocare LLC, 7-11 Franchise Owner

Bryce White
Sysco, Inc

Slide of Links and Resources

- ▶ <https://www.mckinsey.com/industries/public-and-social-sector/our-insights/defining-the-skills-citizens-will-need-in-the-future-world-of-work>
- ▶ <https://www.mckinsey.com/about-us/covid-response-center/inclusive-economy/covid-19-crisis-pushes-us-students-into-an-uncertain-job-market>
- ▶ <https://www.oregon.gov/workforceboard/talent/Pages/talentassessment.aspx>
- ▶ <https://www.oregon.gov/workforceboard/board/Documents/AI%20Task%20Force%20Report%20-%20FINAL%202021106.pdf>
- ▶ <https://greaterportlandinc.com/assets/documents/Recovery%20Plan/Greater-Portland-Economic-Recovery-Plan.pdf>
- ▶ <https://www.clackamasworkforce.org/our-impact/trends-data-and-annual-reports/>
 - ▶ [State of the Workforce 2018](#)
- ▶ <https://www.worksystems.org/labor-market-info/economic-overview>
- ▶ <https://www.qualityinfo.org/documents/10182/13336/Help+Wanted+Online+Index?cn=September2021&cm=email&cs=publication&cc=Help%20Wanted%20Online%20Index>
- ▶ https://www.qualityinfo.org/-/employer-responses-to-the-pandemic-from-the-oregon-job-vacancy-survey?utm_campaign=September2021&utm_medium=email&utm_source=newsletter&utm_content=Oregon%20Statewide
- ▶ <https://www.qualityinfo.org/documents/10182/73818/Employment+in+Oregon?cn=September2021&cm=email&cs=publication&cc=Employment%20in%20Oregon>
- ▶ Clackamas County Economic Landscape Update (PDF Available)

What questions do you have for us?

BRIDGET DAZEY | BRIDGET.DAZEY@CLACKAMASWORKFORCE.ORG



@CLACKAMASWORKFORCE (FACEBOOK)

@_C_W_P (TWITTER)

@CLACKAMASWORKFORCEPARTNERSHIP (INSTAGRAM)

2020-2021 YOUTH TRUTH SURVEY RESULTS

REPORT
Agenda Item #3
October 14, 2021

SUPERINTENDENT'S RECOMMENDATION:

This item is presented for information and Board discussion.

BACKGROUND:

In 2008, YouthTruth was developed to better understand student perceptions about their high school experiences. Since then, it has expanded dramatically with over a half-million students surveyed in grades 3-12, and now includes surveys for staff and families. North Clackamas school District had 14,104 students, staff, and families take this survey in late spring, 2021.

Research shows that student perceptions are linked to their academic outcomes. It is crucial for our district to hear the voices of each of our students to better understand what students are experiencing in schools and classrooms. YouthTruth provides useful data and insight for our district to integrate what students really think into our instructional and leadership decisions.

In this presentation the following will be addressed:

- An overview of YouthTruth
- A summary of the strengths and areas of growth by levels (Elementary, Middle School, and High School) from students, staff, and families
- Why we disaggregate data by student groups

In addition to achievement information reviewed throughout the school year, these annual data points from the surveys allow the district to review progress and make decisions regarding programs and progress towards our Key Performance Indicators. NCS D will use the Youth Truth data as part of the Strategic Plan development.

ATTACHMENTS:

YouthTruth Survey Results Presentation Slides
Youth Truth Survey Questions

PRESENTERS / STAFF CONTACT:

Shelly Reggiani, Executive Director of Equity, Community Engagement, and Communications



North Clackamas School District Youth Truth Findings 2021

Use YouthTruth for:



Needs Assessment



Professional Development



School and District Improvement
Planning

Student and Stakeholder Feedback for School Improvement

Student perceptions are linked to **academic outcomes**, so it's smart to know what your students are experiencing in your schools and classrooms.



Valid & Reliable
Survey Instruments



Rapid Turnaround of
Interactive Reports



Tailored
Advisory Services

ACCELERATE STUDENT ACHIEVEMENT

68



Demographic Data Collected - Self Identified

Investigate student subgroups

 Grade Level

 Race/Ethnicity

 English Language Learners

 Students Eligible for
Free & Reduced Price
Lunch

 Academic Subject

 Gender & Gender Identity

 Self-Reported Grades

 Special Education

 Sexual Orientation (middle and
high school only)

The Focus of This Survey

	Overall School Experience
Student Engagement	✓
Academic Rigor	✓
Relationships with Teachers	✓
School Culture	✓
Bullying	✓
College & Career Readiness	✓
Drop-Out Risk	✓



Who did we hear from? (April 2021)

8,019 STUDENTS
66% Response Rate

- 2,894 ES (88%)
- 2,490 MS (66%)
- 2,635 HS (51%)

1,405 STAFF
88% Response Rate

- 747 ES (92%)
- 307 MS (91%)
- 351 HS (79%)

4,373 FAMILIES
34% Response Rate

- 2,174 ES (41%)
- 1,080 MS (29%)
- 1,119 HS (28%)



14,104 North Clackamas
Students, Staff, and Families!

The 4 D's: Potential Reactions to Data

**No way!
That's not
accurate.**

Defensive

Dismissive

**It's just
their
opinion.**

**But we
worked so
hard on
that!**

Dejected

**Downplay
the
negative**

**It was
just a bad
day.**

Staff Survey Results

- **Highest overall rated theme for staff:**

- **Relationships (ES & MS) and Culture (HS)**

- *“I think it is important to feel like people like you and support you where you work. My administrators are responsive and respectful and my colleagues are open and friendly.”*

– Middle school teacher

- **Lowest overall rated theme for staff:**

- **Professional Development & Support (ES), Engagement (MS), and Safety (HS)**

- *“The professional development opportunities this year were not useful when teaching CDL. Many of us felt it was to fill the time because the time was available to fill. We needed support from our colleagues to collaborate during CDL and be able to plan successful lessons.”*

– Elementary school teacher

Staff Survey Results

- **Highest overall rated question for staff** (compared to other participating schools at each level):
 - ***Students treat staff with respect.*** (ES)
 - ***Teachers in my school work together to improve instructional practice.*** (MS)
 - ***I have opportunities to learn at work.*** (HS)
- **Lowest overall rated question for staff** (compared to other participating schools at each level):
 - ***My professional development over the last year has provided me with teaching strategies to better meet my students' needs.*** (ES)
 - ***The feedback I receive from my supervisors helps me improve my work.*** (MS)
 - ***I feel safe from harm while at my school.*** (HS)

Family Survey Results

- **Highest overall rated theme for families:**

- **Relationships (ES) and School Safety (MS & HS)**
(Communication & Feedback is 2nd highest for MS & HS)

- *“Considering the global pandemic/covid, teachers and school staff are doing their best. They have all been extremely supportive, flexible, and kind about everyone’s individual circumstances. This has been a challenging year and our amazing school has done a great job making it memorable for the students and families.”*

– Parent of Kindergartener

- **Lowest overall rated theme for families:**

- **Engagement (All Levels)**

- *“More programs or online communications would have been helpful, virtual places the kids could go and just be themselves outside of online learning, however it may still need to be supervised. We have these in place at work, virtual coffee breaks or “happy hours” for better comradery. If something⁷⁵ like this is in place, I don’t think my child, or I, knew of anything.”*

– Parent of 9th grader

Family Survey Results

- **Highest overall rated question for families** (compared to other participating schools at each level):
 - *Teachers and students care about each other.* (ES)
 - *My child is safe from bullying at school.* (MS)
 - *My child is safe from bullying at school.* (HS)
- **Lowest overall rated question for families** (compared to other participating schools at each level):
 - *My school sets high expectations for students.* (ES)
 - *I feel comfortable approaching the administration about my concerns.* (MS)
 - *I feel engaged with my school.* (HS)

Student Survey Results

- **Highest overall rated theme for students:**

- **Culture (ES & HS) and Relationships with Teachers (MS)**

- *“Everyone’s opinion is valuable and is respected. Students are treated with respect and if needed, the teachers offer extra help and adjust their treatment according to the person based on how they’re doing in school or home life and if they need extra help or some kind of plan. The staff is very respectful towards each other as well.”*
 - 9th grader
- *“My teacher is very nice and helps with math and is nice to everyone.”*
 - 4th grader

- **Lowest overall rated theme for students:**

- **Academic Challenge (ES), Engagement (MS), Belonging & Peer Collaboration (HS)**

- *“I don’t need to try very hard to get a good grade. So when I’m working I think of it as what’s the bare minimum I have to do.”*
 - 8th grader
- *“It was online. There was no initiative to make friends. I don’t talk to people. And no one talks to me. That’s how it is, and will be. I feel like I missed an important part in my loife, I don’t get to tell my family in the future about the good ol days of high school with my buddies. Cause I don’t ‘have buddies. I got myself. That’s it.”*
 - 12th grader

Student Survey Results

- **Highest overall rated question for students** (compared to other participating schools at each level):
 - *Do students behave well in your class?* (ES)
 - *How many of your teachers try to understand what your life is like outside of school?* (MS)
 - *How many of your teachers are willing to give extra help on school work if you need it?* (HS)

- **Lowest overall rated question for students** (compared to other participating schools at each level):
 - *Do you learn a lot in your class?* (ES)
 - *I take pride in my schoolwork.* (MS)
 - *How often do you work with other students for your classes even when your teacher doesn't ask or tell you to?* (HS)

Biggest Trends in 2021

Staff Survey Results:

- **Elementary Schools**

- All themes improved from 2020 to 2021 with the biggest increases in Culture (+10%) and Engagement (+7%)

- **Middle Schools**

- 3 out of 4 themes improved in NCSD middle schools. The biggest improvement was in Culture (+16%). The only theme to decline was Professional Development & Support (-1%).

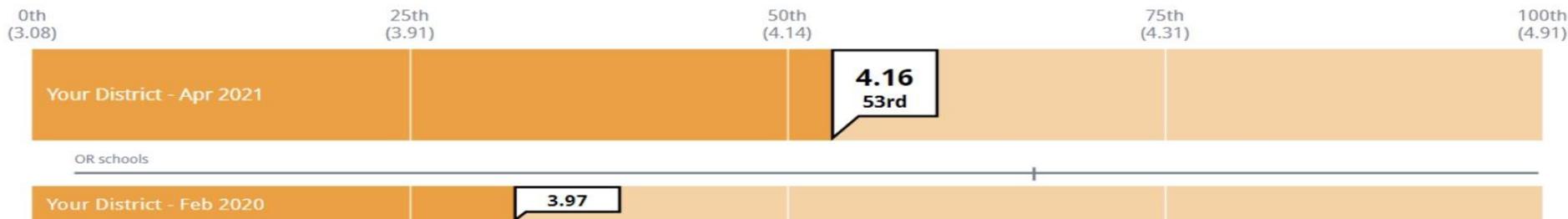
- **High Schools**

- All themes for high school staff improved. And high school staff are the only staff that had ratings above the national median (50th percentile) – this was true for all themes in the HS staff survey

Middle School Staff

Staff and students care about each other.

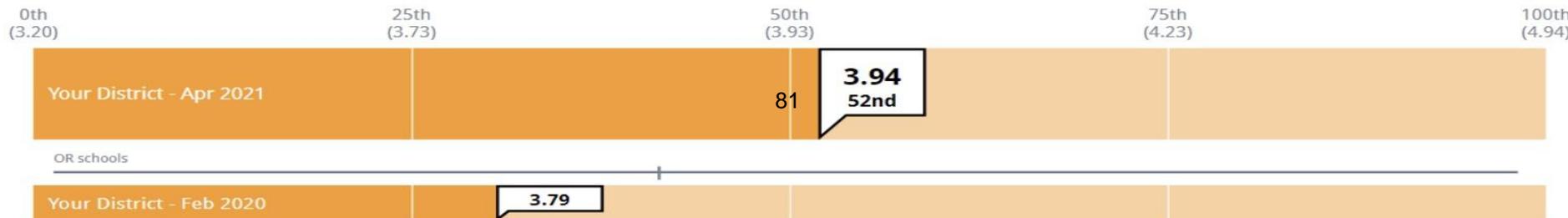
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



High School Staff

I feel that my work at my school is valued.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Family Survey Results:

- **Elementary Schools**

- 5 out of 6 themes in the ES family survey had little change. The theme with the most change was in School Safety (+12%)

- **Middle Schools**

- Middle school families reported improvements from 2020 in School Safety (+14%) and Engagement (+4%)

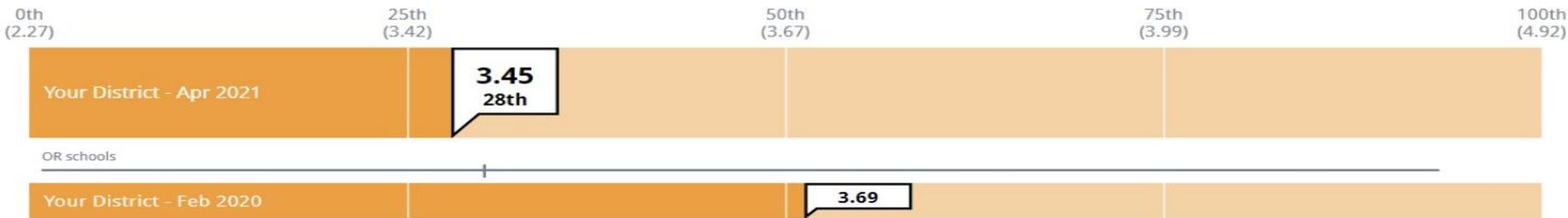
- **High Schools**

- Similar to MS families, HS families saw improvement in School Safety (+5%) and Engagement (+5%)
- HS families' perceptions of Culture (-6%) and Resources (-6%) declined

High School Families

My school runs smoothly.

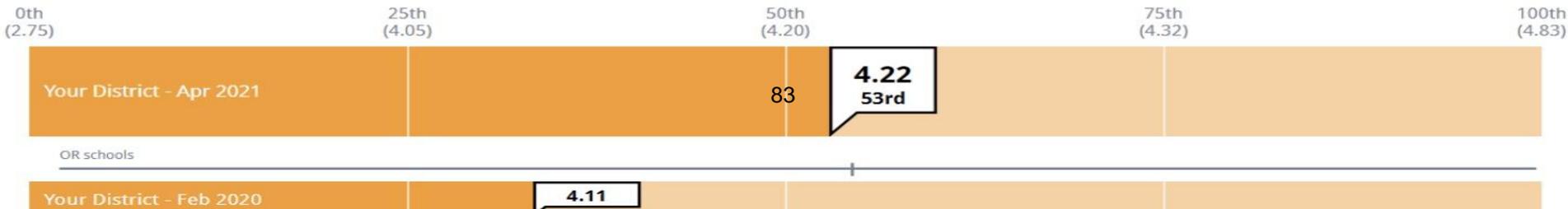
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Elementary School Families

Families and teachers care about each other.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Student Survey Results:

- **Elementary Schools**

- 4 out of 5 themes improved from 2020, 3 of which improved by double digit percentages: Relationships (+11%), Culture (+46%), and Instructional Methods (+16%)

- **Middle Schools**

- Perceptions from MS students improved in every theme in the survey. The biggest changes were in Relationships (+29%), Culture (+28%), Academic Challenge (+10%)

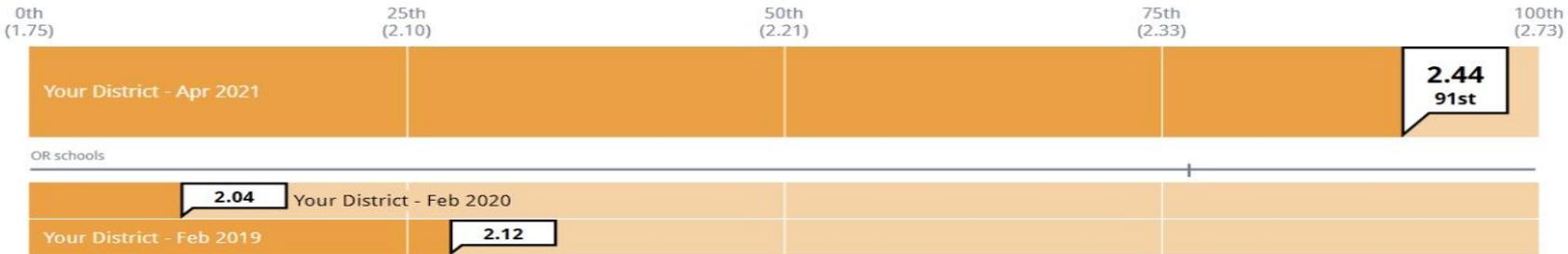
- **High Schools**

- HS students saw improvement in 4 out of 6 themes with the biggest change in Culture (+17%), Academic Challenge (+9%), and Relationships (+9%)
- There was no change in students' perceptions of College & Career Readiness. And students' perceptions of Belonging & Peer Collaboration declined (-14%)

Elementary School Students (1-3 scale)

Does your class stay busy and not waste time?

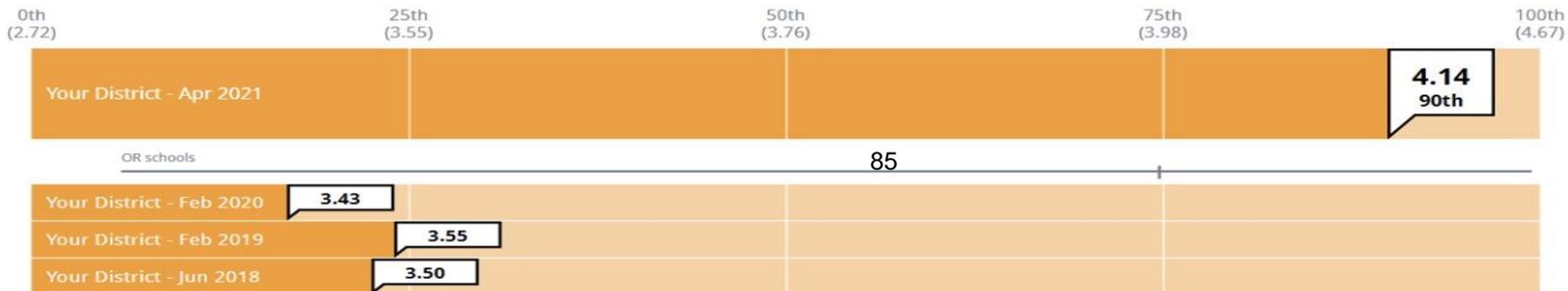
1 = No hardly ever 2 = Sometimes 3 = Yes very often



Middle School Students

How many of your teachers are willing to give extra help on school work if you need it?

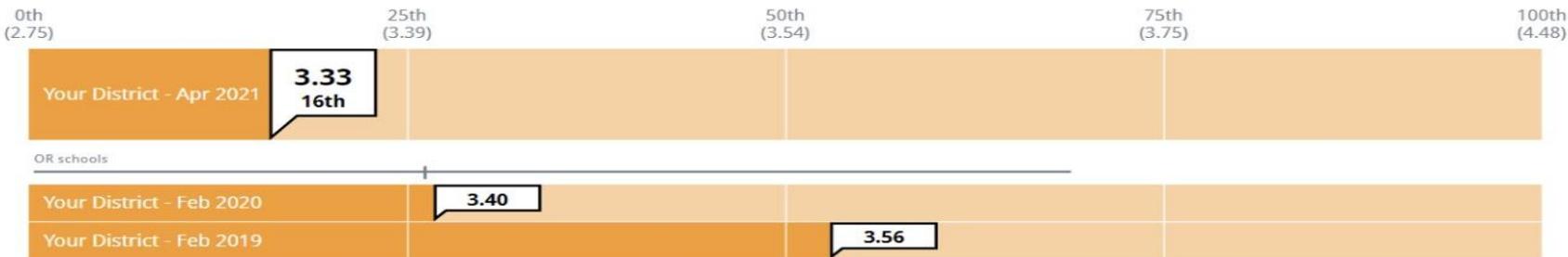
1 = None 3 = Some 5 = All



High School Students

I can usually be myself around other students at this school.

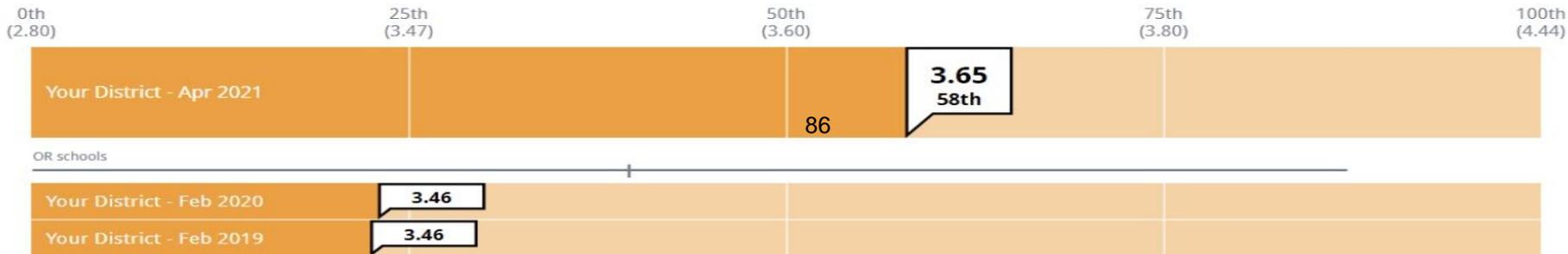
1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



High School Students

My teachers give me assignments that help me to better understand the subject.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Why We Disaggregate Data

- When we disaggregated data by diverse student groups we can see how students, based on a component of their identity, are experiencing our schools.
- Disaggregating data can help reveal and bring to light the hidden inequalities that are masked when we only consider the whole group data.

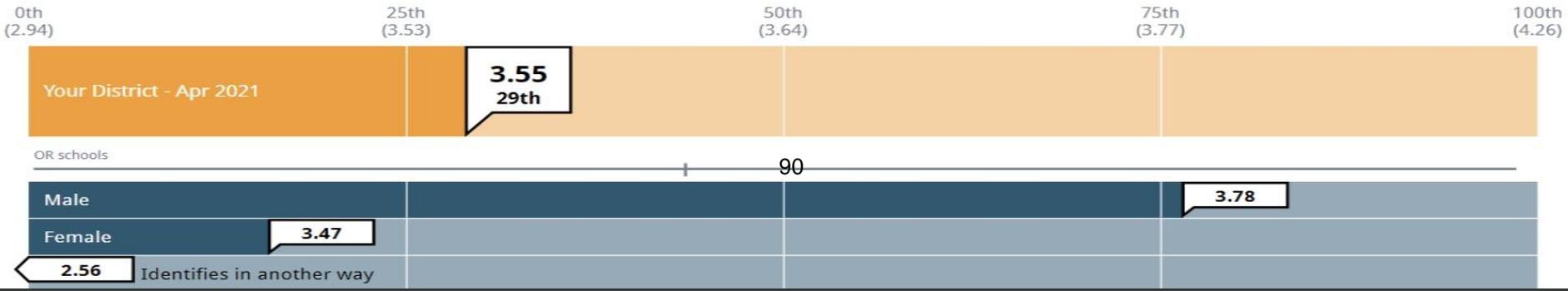
**Where were students
experiencing the biggest gaps
in the spring of 2021?**

Disaggregating Data in Middle Schools:

- **Grade Level**
 - Students' perceptions of all themes decline as students get older
- **Gender Identity**
 - Students who identify in another way besides male and female rate less positively than their peers in all themes.
 - Male students rate noticeably higher than their peers in Belonging & Peer Collaboration
- **Self-Reported Grades**
 - Students who report receiving higher grades also have more positive perceptions in all themes
- **Sexual Orientation**
 - Students who identify as straight have more positive perceptions of all themes compared to their peers

I can usually be myself around other students.

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree

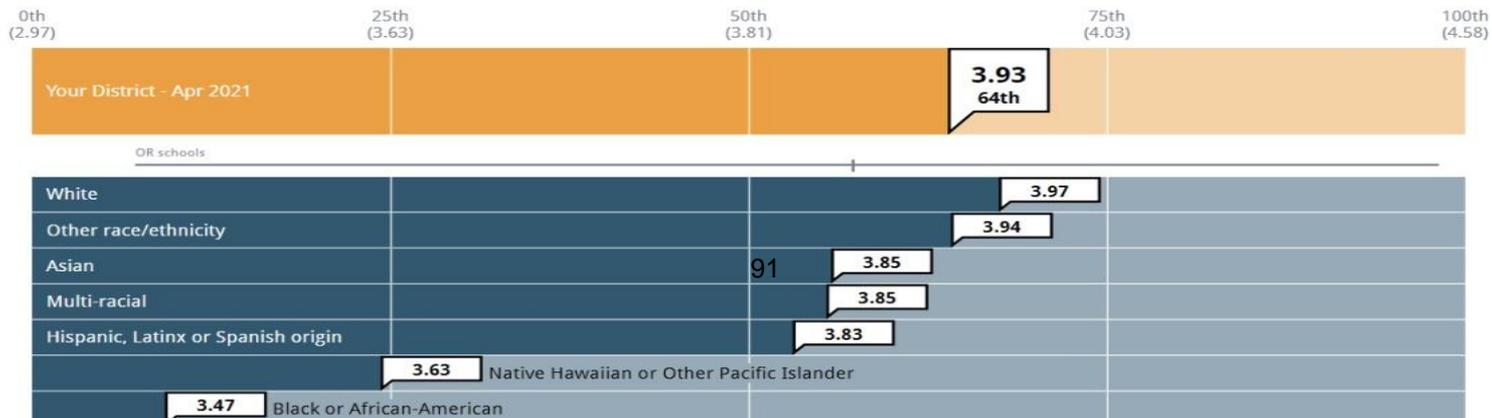


Disaggregating Data in High Schools:

- Gender Identity
 - Female students have slightly more positive perceptions of Engagement than their male and nonbinary peers
 - Male students rate higher than their peers in Belonging & Peer Collaboration as well as College & Career Readiness
- Race/Ethnicity
 - No major trends across the survey when disaggregating by Race/Ethnicity (this is good!). But there are important differences when we get to the question level.
- Self-Reported Grades
 - Students who report receiving higher grades also have more positive perceptions in all themes
- English Learners
 - ELL students rate higher than non-ELL students in all themes, most noticeably in Belonging and College & Career Readiness

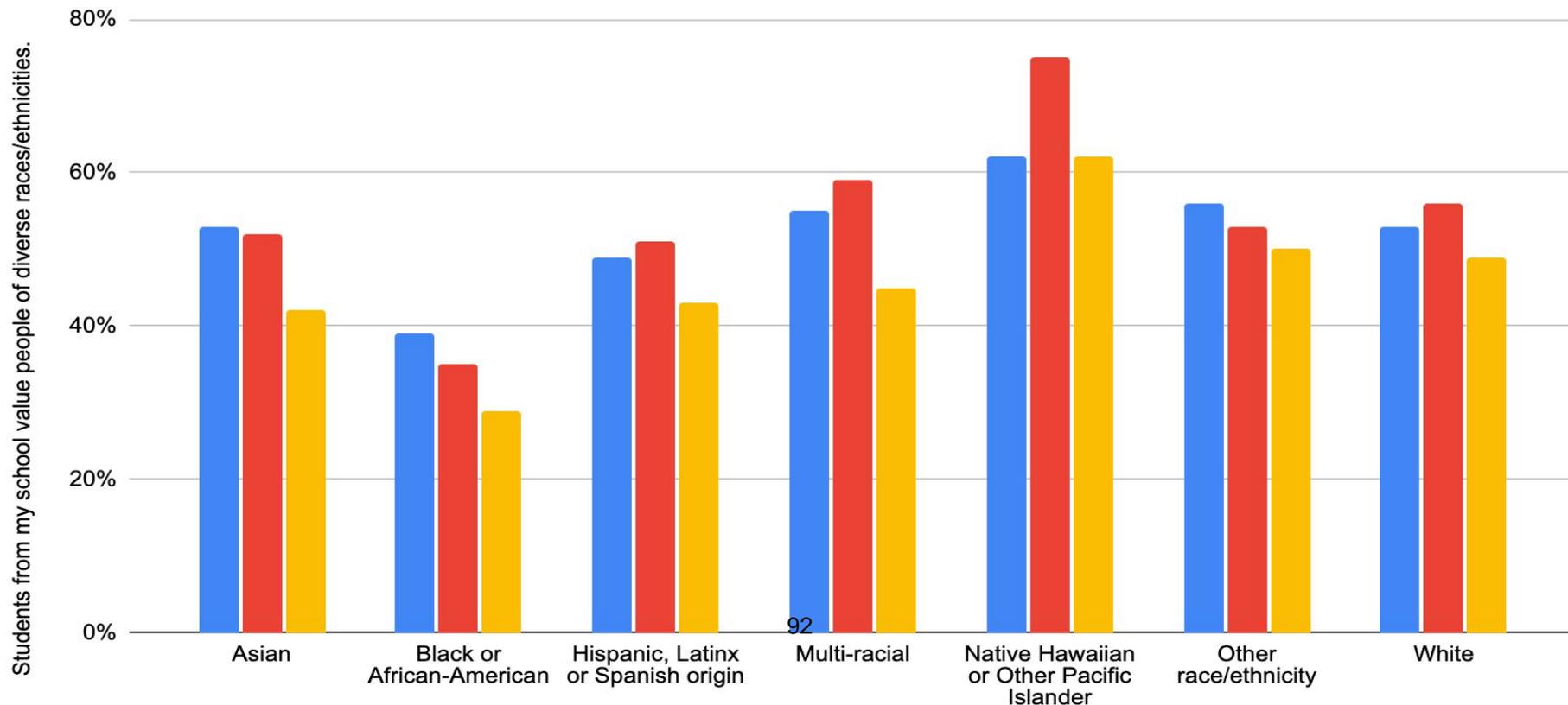
I feel safe during school

1 = Strongly disagree 3 = Neither agree nor disagree 5 = Strongly agree



Students from my school value people of diverse backgrounds

■ Students from my school value people of diverse sexual orientations. (e.g. gay, straight, bisexual, etc.)
■ Students from my school value people of diverse races/ethnicities ■ Students from my school value people of diverse incomes. (how much...)



Next Steps

- School Leaders shared a one-pager summary with their school communities in spring
- District use of Student Youth Truth data for Strategic Planning
- Schools using data for school improvement



[Click on page to open document](#)



All Survey Questions

2021 SUMMER LEARNING REPORT

REPORT
Agenda Item #4
October 14, 2021

REASON FOR BOARD CONSIDERATION:

Board Request for information and annual update.

BUDGET IMPACT/SOURCE OF FUNDS:

The district was awarded up to \$2,442,839 for K-8 enrichment programs and up to \$1,840,067 for high school credit bearing opportunities from the Oregon Department of Education. Expenditure of these one-time funds was contingent upon the school district providing at least 25% in matching funds from other school district sources.

BACKGROUND:

Historically, North Clackamas School District (NCSD) has offered robust summer learning programs including credit recovery, Title I summer school, enrichment opportunities and extended school year programs. These programs support the goals of equity, student achievement and high-quality programs.

In May of 2021 the Oregon Department of Education (ODE), awarded NCSD one time grant funds aimed to support a broad variety of summer learning programs for NCSD K-12 students who experienced impact from the Covid-19 pandemic. ODE directed those programs were to be focused on addressing unfinished learning, supporting mental health, offering enrichment to K-8 students and offering credit bearing opportunities to 9-12 students.

During the summer of 2021, NCSD was able to offer summer learning opportunities to over 3000 students. This included:

- A new program offering career and technical education courses to 9-12 students at Sabin Schellenberg.
- A new work-study program that employed 25 high school students.
- A new program offering half-day enrichment camps to 711 elementary and middle school students at three locations.
- An expanded Title I summer school program that served 198 students at two locations.
- An expanded 21st Century program in partnership with Boys & Girls Clubs of Portland that served 244 students at three locations.
- An expanded summer school credit recovery program for high school students that served 605 students.
- A free CARE program that served 199 students at two locations.
- An extended school year program that served 100 students who receive special education services and were identified for high risk of summer learning loss.
- A partnership with North Clackamas Parks and Recreation that offered summer camps and aquatics programs free of charge to 1798 students.

- Mental health supports for all students including prevention-based skills groups delivered by mental health clinicians. On-site supports for students in crisis, and referrals for free or low-cost therapy.

These programs provided employment opportunities for staff, students, community members and our district community partners.

ATTACHMENTS

- A. 2021 Summer Learning Presentation Slides
- B. [Summer Learning 2021 Demographic Summary](#)

PRESENTER / STAFF CONTACT:

Natalie Whisler, Director of Community Services

Kristen Faust, Summer Programs Administrator and Instructional Coach



Summer Learning 2021

NCSD Board Update October 14th, 2021

A Vision For Summer Learning 2021



*From Oregon Department of Education
Summer Learning Best Practice Guide 2021*

This approach to summer programming provides a unique opportunity to:

- Deepen learning
- Restore and up lift
- Promote growth, opportunity and resiliency

Summer Learning should Provide:

- Supporting mental health
- Addressing unfinished learning
- Providing enrichment opportunities
- Prioritize in person learning



Timeline



March 22: HB5042 passed

April 23: ODE issued grant guidance

May 10: Grant application due

May-June 25: Hire & train staff, coordinate across departments, develop curriculum/plans for new programs, advertise and enroll students, finalize logistics and contract with community partners

June 28: Program launch

July-August: All Summer Programs!

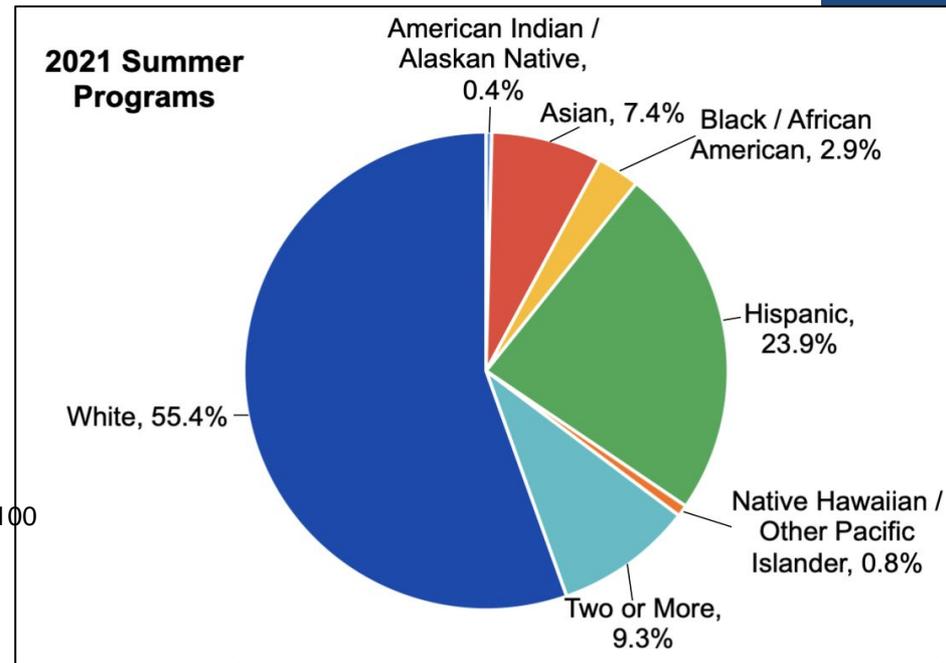
***Note:** COVID mask guidelines changed throughout the summer. Photos in this presentation reflect changes in guidance.*



Access & Enrollment



- Prioritized students who qualify as emergent bilingual, migrant, experiencing disability, students experiencing houselessness, students experiencing poverty and/or students who need to earn high school credit
- Schools identified families and over 400 families were contacted directly by phone (with interpreters as needed)
- Advertised in multiple languages via School Newsletters, Counselors and Staff, Parent Square, Facebook



Sabin Schellenberg Courses + Work Study



- New!
- 101 Students, Grades 10-12
- July 12-23: Career and Technical Education courses
 - new credit opportunities for students from all high schools
- July 6-August 20: Work Study
 - 3500+ hours worked in K-5 summer programs
- Courses included: Personal Finance, 2-D Animation, Intro to Manual Machining, Culinary Arts, Child Development

"Every student that I asked if they liked their summer class said enthusiastically 'yes, and will there be SSC summer classes next year?'"
-Site Coordinator



Enrichment Camps

- New!
- 711 Students, from all NCSD Elementary and Middle Schools
- July 6-August 13
- Elementary ½ day am and pm at two sites
- Middle school full day at one site
- NCSD employees and community partners
- Art, Legos, Drama, Chess, Choir, Sports, Games, Science, Baking, Leadership, and more!
- Community meal sites



Title 1 Summer School

- Expanded!
- 198 Students, Grades 1-3 from all 8 Title 1 schools
- June 28-July 22, am and full day options at two sites
- NCSD Teachers & IA instruction
- Dual Language Programming available
- New for 1st grade students
- Extended day options available
- Breakfast, lunch, and transportation provided



21st Century Learning Center/Boys & Girls Club



- Expanded!
- 244 students K-8
- June 28-August 20, full day
- In partnership with Boys & Girls Clubs of Portland
- Rock climbing wall, Rose City Rollers, Magician/illusionist performances, Musicians, Mad Science, Lego Robotics
- 70% of summer students re-enrolled for Fall Programs
- Breakfast, lunch, and transportation provided

"You did a great job this year with the summer camp. Both of my kids had a great time and were always super excited about attending summer camp." (Parent)



Jump Start



- Expanded!
- 328 Students, incoming Kindergarten students from 17 elementary schools (only 6 in previous years)
- August 17-26, am program
- NCSD Teachers, IAs, SPED support
- Had enough interested students for double the number of classes (staffing was the limiting factor)

"Thank you so much for offering Jump Start! My daughter was so scared to go to Kindergarten. After the first day, she was actually excited to return. She even packed her own backpack! After the year we have all had, we needed this!" (parent)



CARE



- Expanded! Free
- 199 Students, Grades 1-6
- June 28-August 20, full day at two sites
- NCSD staff led
- Students participated in daily STEM, mindfulness, physical activity, art and summer reading



Extended School Year



- 100 Students grades K-12+
- July 6-29, am only
- NCSD teachers and IAs
- Skill maintenance and transition programs
- Breakfast, lunch and transportation provided



High School Credit Recovery



- Expanded!
- 605 students, Grades 9-12
- June 24-August 13, am and pm sessions
- 2019 individual course credits earned, over half in English and Math
- NCSD Staff and employees
- Breakfast, lunch, and transportation provided
- 45% of classes taken for letter grade (previously only Pass/Fail option)

Heyo [redacted] thank you for helping me pass algebra and just being patient with me. And thank you for helping me when I needed help and just being kind

North Clackamas Parks and Recreation



- 1,798 students, K-8
- English, Spanish, and Bilingual camps
- Free to NCSD families (scholarship program for those who previously registered)
- Dance, Cheer, Nature Explorers, Crafts, Sports
- Family Swim Lessons and Swim Safety in English and Spanish



Mental Health Support



- Partnership with Lifestance Health
- 6 Mental Health Clinicians across multiple locations. All students had access to supports
- Prevention focused programming included small socio-emotional skills groups, mentoring, staff coaching and 1:1 meetings
- Clinicians also provided supports for urgent needs including suicide prevention screenings
- Referrals available for free or low cost family or individual therapy with funds identified to reduce barriers

Community Partners

- REAP
- Venvino Art Studios
- Rose City Rollers
- North Clackamas Parks & Recreation
- Boys & Girls Clubs of Portland
- Day One Tech
- Chess for Success
- Mad Science
- i9 Sports
- MyGym
- Play-Well Teknologies

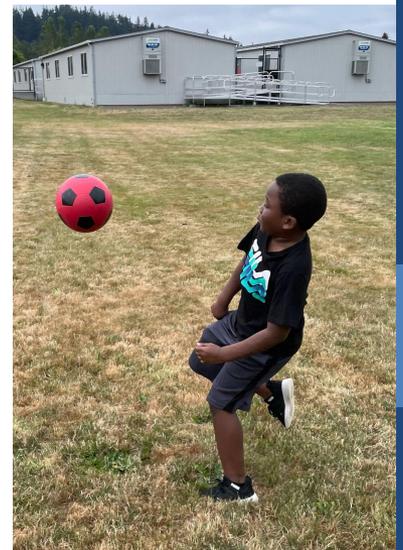


Venvino Art Studios



Challenges

- Timeline
- Changing COVID-19 state guidance
- Advertising, outreach and enrolling students for all programs
- Staffing as a limiting factor
- Aligning NCSD vision and values across partnerships



Feedback



Students:

- My English has improved, and I learned chess, CPR, making lockets, painting, and comic books.
- It was great because it was free, the teachers were nice, I made friends, and we did awesome stuff!

Parents:

- The staff was very welcoming and friendly and made my child feel less nervous about attending after missing out on an entire school year in person.....thank you!
- Everything was great! I always felt like my children were safe, cared for, and having fun. Thank you!

Suggestions

Students:

- More hours of fun
- Rooms not so hot

Parents:

- Maybe making the sign-up process simpler? It was confusing that everything was waitlisted at first, but then we ended up getting into all the camps.
- More diverse options for 4-6 graders that cater to pre-teens. Maybe more classes on science, digital media, anime, music, video editing, etc.
- The drop off and pick up could have been more streamlined.

Feedback



Students:

- It was smart, exciting, and fun! I enjoyed launching the rockets the most.
- My English has improved, and I learned chess, CPR, making lockets, painting, and comic books.
- It was great because it was free, the teachers were nice, I made friends, and we did awesome stuff!

Parents:

- Thank you for providing this. We know it takes a lot & we are grateful. We think this will make his experience this school year more positive.
- I think the camp was really well-run. Pick-up and drop-off were super smooth. The staff were friendly and helpful. Thanks so much!
- The staff was very welcoming and friendly and made my child feel less nervous about attending after missing out on an entire school year in person.....thank you!
- Everything was great! I always felt like¹¹⁴ my children were safe, cared for, and having fun. Thank you!

Suggestions



Students:

- More hours of fun
- Rooms not so hot
- More cooking classes with a variety of foods--not only cookies.

Parents:

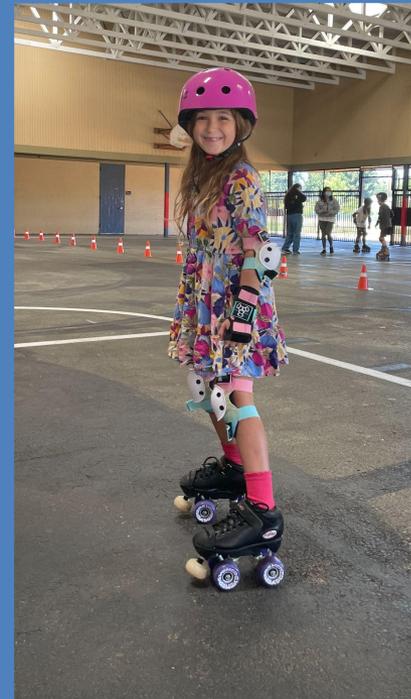
- Maybe making the sign-up process simpler? It was confusing that everything was waitlisted at first, but then we ended up getting into all the camps.
- Lunch, snacks and transportation for the elementary age kids. If possible, ms and elementary camps at the same location so parents didn't have several different pick up times. It was a lot of driving for parents who had to work.
- More diverse options for 4-6 graders that cater to pre-teens. Maybe more classes on science, digital media, anime, music, video editing, etc.

Highlights: Numbers

- **4000+** student registrations
- **3000+** unique students participated
- **156** high school students on track to graduate after summer school
- **70** new credits earned in Sabin Schellenberg courses
- **13** community partners, small businesses, and organizations supported
- **16** bilingual swim classes, **12** bilingual camps
- **21** NCSD sites utilized



Questions?



NORTH CLACKAMAS EDUCATION FOUNDATION
ANNUAL REPORT

REPORT
Agenda Item #5
October 14, 2021

SUPERINTENDENT’S RECOMMENDATION:

This time is provided on the agenda for the North Clackamas Education Foundation’s (NCEF) Annual Report for the 2020-21 school year.

ORIGINATED BY:

Per contract between NCEF and the District.

BUDGET IMPACT/SOURCE OF FUNDS:

The District provides \$110,000 annually, paid from the General Fund. The district also provides office space, furnishings, utilities and internet access for NCEF staff.

BACKGROUND:

The North Clackamas Education Foundation, a tax-exempt 501(c)(3) organization, was founded in 1992 to provide educational opportunities to students in the North Clackamas School District. The Foundation grew out of the belief that equity and fairness have a great impact on the education of our students.

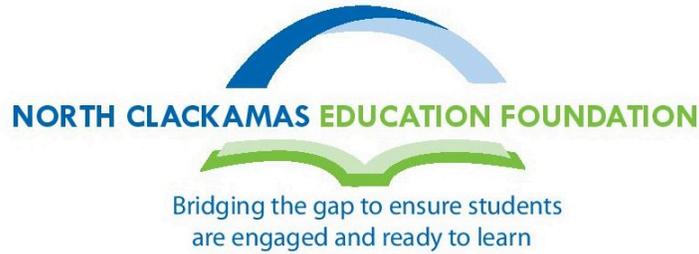
On July 1, 2017, the District and NCEF renewed a five-year agreement. In exchange for the \$110,000 in yearly compensation and in-kind support to the foundation, NCEF will provide a yearly minimum of \$125,000 in cash disbursements and value-added services to the school district with a minimum of \$1,000,000 over the lifetime of the contract. Cash disbursements will be for targeted projects, and scholarships/grant disbursements collaboratively agreed to by both parties prior to the following school year.

ATTACHMENTS:

North Clackamas Education Foundation 2020-2021 Annual Report
Impact Report Presentation

PRESENTERS:

Shelly Reggiani, Executive Director of Equity, Community Engagement, and Communications
Rory Dunnaback, NCEF Board Chair
Stephanie Rose, NCEF Executive Director



Awards and Services Provided to the North Clackamas School District in 2020-21

Awards Provided in Fulfillment of Contract Obligations:

In previous years \$50,000 of the North Clackamas Education Foundation’s funding has gone to School Athletics, Activity, and Supply Support determined by the North Clackamas School District prioritized funding. This year it was requested that these funds be diverted to the Family Support Center and support for Middle School After-School programming. The North Clackamas Education Foundation accepted this request, amended our budget as necessary, and reallocated the funding to these programs which experienced increased need during the Covid Pandemic.

Family Support Center	\$20,000
Middle School Engagement/After School Programs	\$30,000

Teacher and Classroom Enhancement Grants **Total** **\$27,772**

22 enrichment grants were awarded to 13 schools, impacting 3,800 students. These grants were awarded to teachers with innovative projects that align to NCSD and NCEF missions and/or address a NCSD Key Performance Indicator. Our awards committee was impressed with the innovation educators showed when faced with the unique challenges of the 2020-21 school year, challenges which included distance/hybrid learning and social justice topics in the community. These grants went to projects such as,

- Opening our Eyes to Others, which purchased large picture books for online group reading for 4th and 5th graders at Happy Valley Elementary. These books focused on social justice and diversity topics.
- White Boards for All, which purchased white boards for students at Scouter’s Mountain Elementary. With these white boards students and teachers were able to work together on math problems during distance learning.
- BIPOC Authors in Middle School Classrooms, which provided 8 teachers from multiple middle schools access to provide books written by BIPOC authors to their students.
- Multiple grants went to teachers who wanted to make sure their students had books at home to read during distance learning. NCEF provided several thousand dollars to 8 different grants which sent books home to hundreds of students throughout the district.
- Ballet Folklorico, which helped students at Alder Creek Middle school learn about and practice Ballet Folklorico while exploring Mexican Culture.
- Special Education Tools, which helped the special education department at Milwaukie High School ensure they had the tools needed for their students during distance and hybrid learning.

Scholarships **Total** **\$89,200**

For the second year in a row the North Clackamas Education Foundation has had a record setting scholarships award year. We felt it was especially important to support the class of 2021 just as we had the class of 2020 due to their unconventional and difficult Senior year. NCEF now manages 14 unique scholarships, 2 of which are new this year: Alex Hudson Memorial Scholarship, and Future Educator’s Scholarship. In total 32 scholarships were awarded to 28 North Clackamas School District Graduates from 5 high-schools.

Discretionary Grants and other Service Awards **Total** **\$47,368**

- Discretionary Grants, \$4,865
 - Milwaukie High School/Academy of the Arts, Recording Studio, \$3,980
 - Spring Mountain Elementary, Audio Amplification Systems, \$385
 - Verne Duncan Elementary, 4th Grade Biography Project, \$500
- Ready, Set, Go!, \$25,000
- RPHS Senior Class Committee, \$4,903
- RPHS Music Boosters/Drumline Program Gala Service Award, \$250
- Grant to Family Support Center Emergency Housing secured by NCEF through Chartwells, \$10,000
- Sojourner Elementary Donations, \$1,350
- Additional Oaknell Scholarship Award from 2019-20, \$1,000

Total Awards Provided in Fulfillment of Contract Obligation:	\$214,340
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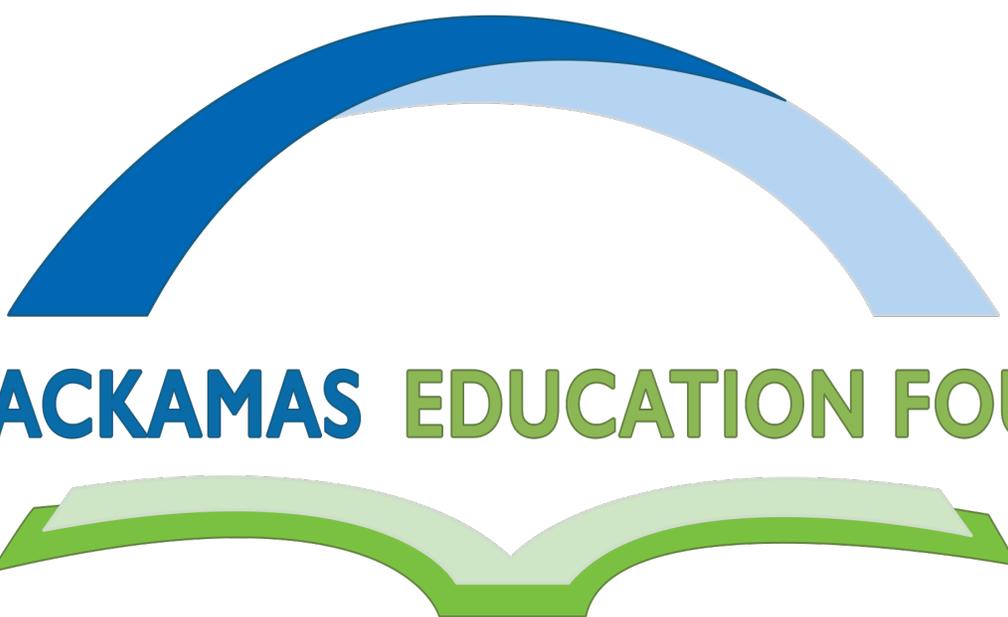
Other Awards Distributions and Services **Total** **\$78,500**

- Family Support Center, \$30,000
- Family Support Center Emergency Housing Fund, \$40,000
- Lunch Buddies, \$8,500

Total All Awards, Distributions and Services Provided to NCSD:	\$292,840
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<p>Contract Fulfillment Funds Total: \$801,758</p> <ul style="list-style-type: none"> • 2017-18, \$203,694 • 2018-19, \$180,666 • 2019-20, \$203,058 • 2020-21, \$214,340 	<p>Fiscal Agency Funds: \$224,920</p> <ul style="list-style-type: none"> • 2017-18, \$28,973 • 2018-19, \$72,517 • 2019-20, \$44,930 • 2020-21, \$78,500
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Total Funds Provided 2017-2021: \$1,026,678



NORTH CLACKAMAS EDUCATION FOUNDATION

Bridging the Gap to Ensure Students are Engaged and Ready to Learn

2020-21 Impact Report

Providing District Wide Support

293,000

Distributed to North Clackamas Schools in the 2020-21 School Year

- 89,200 Scholarships to NCSD Class of 2021
- 50,000 Family Support Center
- 50,000 Emergency Housing Program
- 32,637 Grants to Educators
- 30,000 Middle School Engagement After School Programs
- 25,000 Ready, Set, Go!
- 8,500 Lunch Buddies Mentoring Program
- 7,503 School Specific Donations and Other Awards



\$44,000 in Grants Awarded

\$27,772 in Classroom Enrichment Grants

\$16,115 in Discretionary Grants and Miscellaneous Disbursements

- ▶ 15 schools directly benefited from NCEF Enrichment Grants
 - ▶ 25 grants awarded
 - ▶ 3,800 students directly benefited from NCEF grant funds
 - ▶ Wide range of projects were funded, most of which centered around tools for distance learning and current cultural topics such as diversity and social justice.



Scholarships

- ▶ \$89,200 awarded
- ▶ 32 scholarships
- ▶ 28 students

- Leo Browne Music
- Judith Hill STEM
- Krumm Memorial
- Patel Krumm Broadcasting
- Bridges to Success
- Chartwell's
- Josh Critchett Memorial
- Sandi DePaepe Memorial
- Harold Taylor Scholarship
- Oaknell Scholarship

New in 2019-20

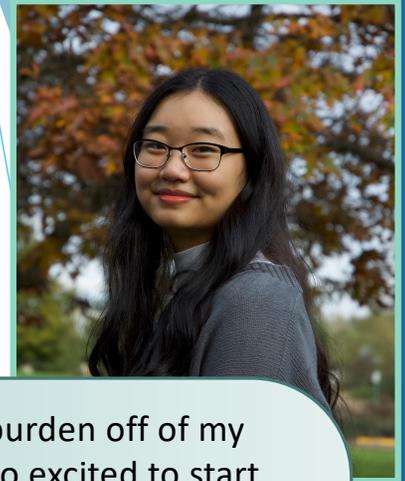
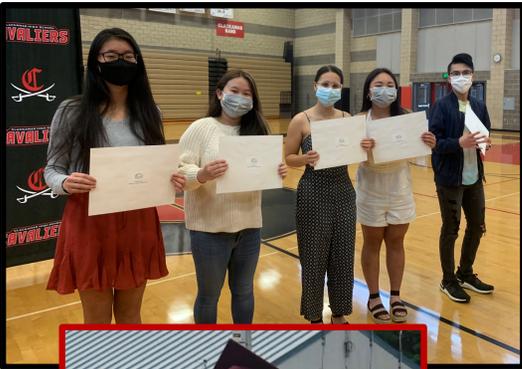
Alex Hudson Memorial
Future Educators

Facilitating

Owen & Edna Sabin Scholarship

Funding

Sabin Schellenberg Technical Scholarship



This scholarship has taken a burden off of my family's shoulders, and I am so excited to start school with less stress about the cost. Although it's still very early in my higher education career, the money saved through this scholarship during my undergraduate years truly helps our family in the long run. Hopefully, in the future, I will be able to reach out to everyone again as Dr. Michelle Bang."

Sandi DePaepe Memorial Scholarship Recipient,
Clackamas High School Graduate, Michelle Bang

OUR 1 MILLION DOLLAR PLEDGE

\$800,000 Awarded to NCSD Over the Last Three School Years

\$225,000 to Family Support, Backpack Buddies, Lunch Buddies

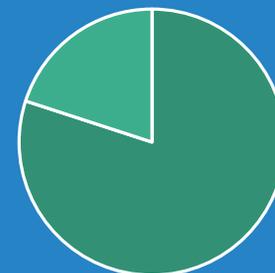
4 Year Check In



In 2017 NCEF pledged to award \$1,000,000,000 in funding to North Clackamas Schools within the next five school years. As we wrap up year four we are in a position to meet that goal. We've gotten here by building stronger community relationships, improved outreach to donors, and by building partnerships within the school district. Last year was filled with difficulties that impacted our community, but NCEF rose up to the challenge and increased our funding in key areas.

80%

of Contract Met



Looking Into the 2021-22 School Year

- ▶ Classroom Enrichment Grants
 - ▶ \$10,000+ Already awarded this year
- ▶ District wide funding
 - ▶ \$25,000 for Ready, Set, Go!
 - ▶ Taking direction from NCSD on funding priorities
- ▶ And more to come!
 - ▶ Building strong relationships with the Family Support Center
- ▶ Total Projected Funding for 2021-22
 - ▶ Minimum \$220,000 in support



30th Anniversary Gala
May 7th, 2022