

June 2, 2022

1. Oregon has made a commitment to build more equitable systems & structures that prioritize the voices of students and families who are most marginalized. It is clear from this current example that Oregon agencies, schools and communities need to proactively set up processes and groups to ensure they have regular ways to both provide input and implementation of the critical programs that support Oregon children, youth and families.

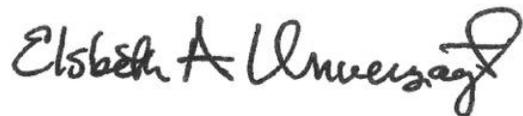
We have found in this time of crisis, that the existing infrastructure determines to what extent community voices are included, so it is essential to build and sustain new processes and systems.

2. We believe we need to redefine partnerships with investments in intermediaries. The redefinition of partnerships would be as **networks of support (to provide training & TA)**, as opposed to the traditional notion of one-on-one partnerships. When we invest in coordinating entities like OAESD and the afterschool network viewing intermediaries as the “glue” that bonds districts and community organizations, we would create more sustainable partnerships that are inclusive, responsive and innovative.

3. Create and sustain spaces for shared problem-solving and innovation. Innovation and partnership can be challenging during and after times of crisis. School districts and community partners need shared spaces where they can innovate and problem-solve together, and these spaces **need to be intentionally built**.

4. Through the development of equitable funding systems, we believe **we can create long term solutions**. The funding implementation and structure for COVID relief funding prioritized **efficiency over equity** to get resources to communities quickly. If we were to develop intentional systems, we could create more equitable funding systems that could direct more resources to marginalized communities and to community partners that are nimble.

5. We should **evaluate, learn and improve**. Given the flexibility of relief funds, evaluating our achievements was not automatic, nor in the current general funding that the legislature has generously provided. We have not collected the data and stories to show real gains in equitable learning recovery, we need to capture lessons learned, effective programs and other successes. It is essential that we invest in evaluation; otherwise, these lessons and opportunities will be lost.



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