African American/Black Student Success Advisory Group

May 17, 2023

Agenda

- Gavel In, Welcome, Roll Call
- OEDI Assistant Superintendent Welcome and Updates
- Department of Early Learning and Care Update
- Computer Science Initiative
- Break
- Advocacy Update
- Breakout Session
- For the Good of the Order
- Community Announcements/Updates
- Adjourn

OEDI Assistant Superintendent Welcome & Updates

Deb Lange, OEDI Assistant Superintendent

Early Learning Transition Check-In

AABSS Advisory Group

May 17th, 2023

Early Learning Transition Check-In:
A Collaborative Engagement with Community

- Community engagement in co-creation, a reimagined process

- ODE and ELD are working in collaboration to respond to historical concerns about the former Kindergarten Assessment

- Shifting focus away from children's "readiness" for Kindergarten

- Creating a way to look at how prepared educators, schools, districts, communities, and systems are to support ALL children and families

Oregon Department of Education

Family Conversation

- Each fall, Kindergarten educators will meet individually with each family entering their classes.
- The Family Conversation is a tool to support educators' conversations with families.


What it does:

- Collects information about families' early learning and care experiences
- Builds relationships among educators, parents/caregivers, and children

How it advances equity:

- Takes a more holistic view of children
- Provides context about families
- Shifts focus off children's "readiness"

Fall 2023 Pilot Family Conversation Questions to Inform Educators
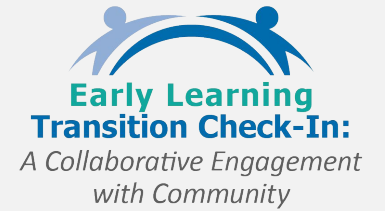
Questions designed to help educators **connect with and learn about the children and families** entering their class:

- ? What are your hopes and dreams for your child?

- ? What brings your child joy?

- ? What else would you like for me to know and understand about your child or your family?

- ? What questions do you have for me?

Family Conversation Questions to inform Oregon

Questions designed **to inform ELD and ODE about families' experiences** prior to starting Kindergarten:

? What kinds of child care did your family have for your child?

? What experiences, programs or services did your child receive or participate in to help them learn and grow?

? Of the experiences, programs and/or services you just mentioned, which one would you say was the most helpful to your child and your family?

? Which experiences, programs and/or services do you wish your child had received?
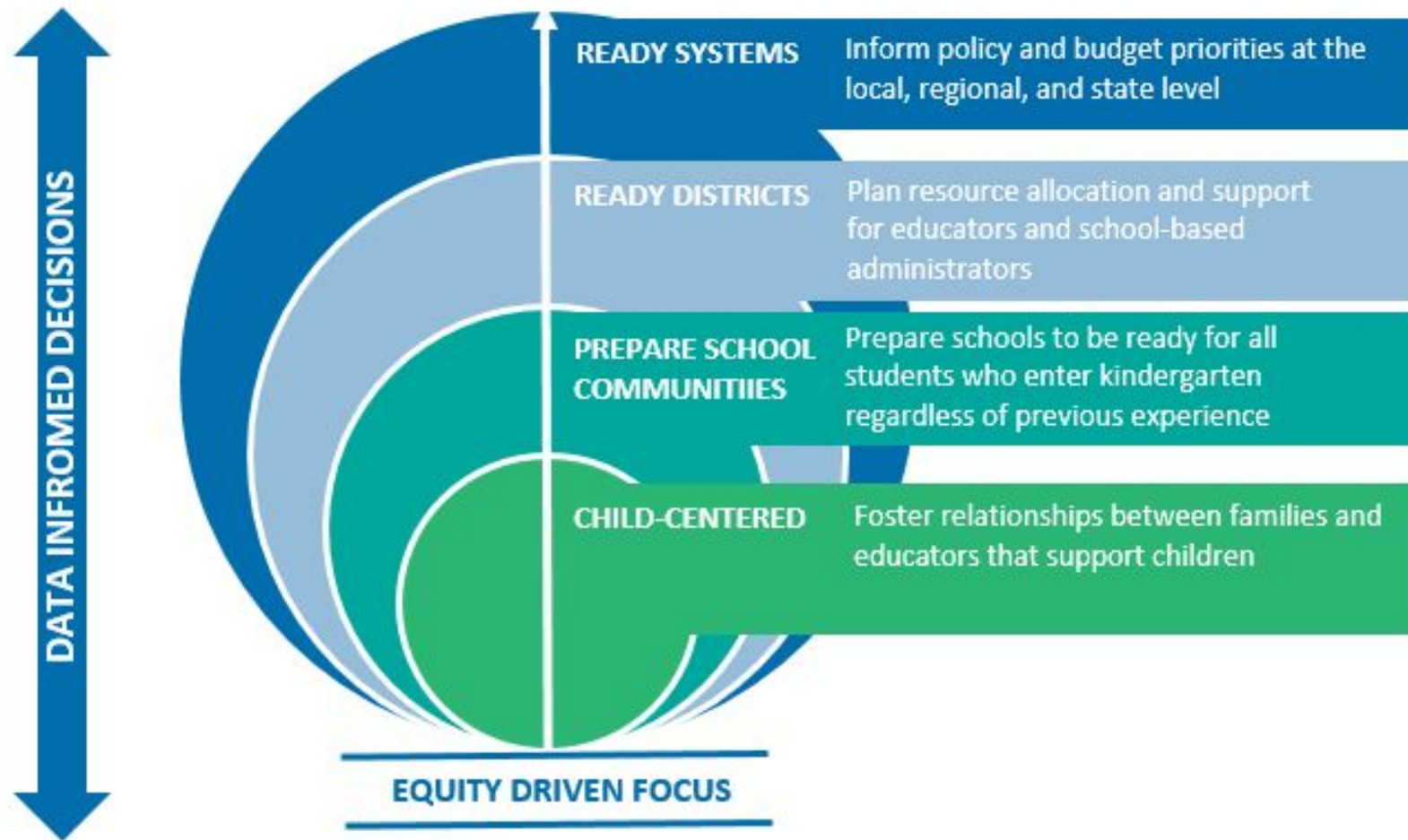
Early Learning Transition Check-In
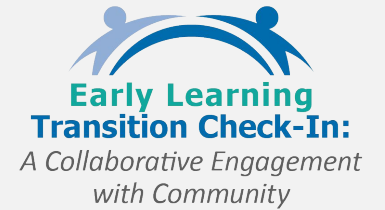
Families' responses will be used…

- **By educators** – to get to know them better and to inform how you work with the children and families in their class
- **By ELD, its Hubs and ODE** – to better understand families' experiences before kindergarten and to inform how the state makes changes to state-funded programs

By conducting Family Interviews, we ultimately hope to…

- Improve children and families' experiences during kindergarten
- Improve the future of children and families' experiences in care and education before kindergarten

Oregon Department of Education

ELTC Data Informed Decisions

DATA INFROMED DECISIONS

READY SYSTEMS — Inform policy and budget priorities at the local, regional, and state level

READY DISTRICTS — Plan resource allocation and support for educators and school-based administrators

PREPARE SCHOOL COMMUNITIIES — Prepare schools to be ready for all students who enter kindergarten regardless of previous experience

CHILD-CENTERED — Foster relationships between families and educators that support children

EQUITY DRIVEN FOCUS

10

Pilot School Districts 2023

Early Learning
Transition Check-In:
A Collaborative Engagement
with Community

- 13 School Districts
- All Five OASBO Zones represented

Zone	# Districts
1	1
2	3
3	2
4	2
5	5
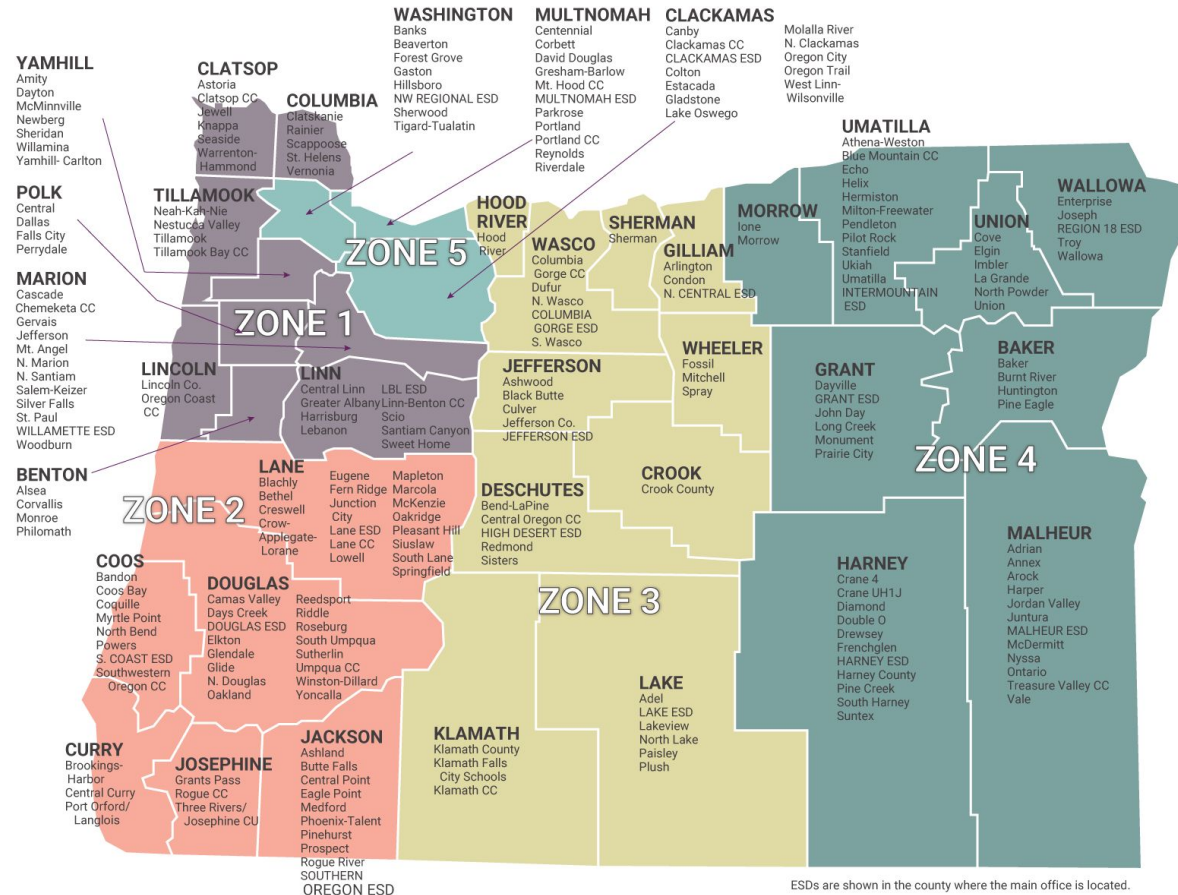
Future Engagements

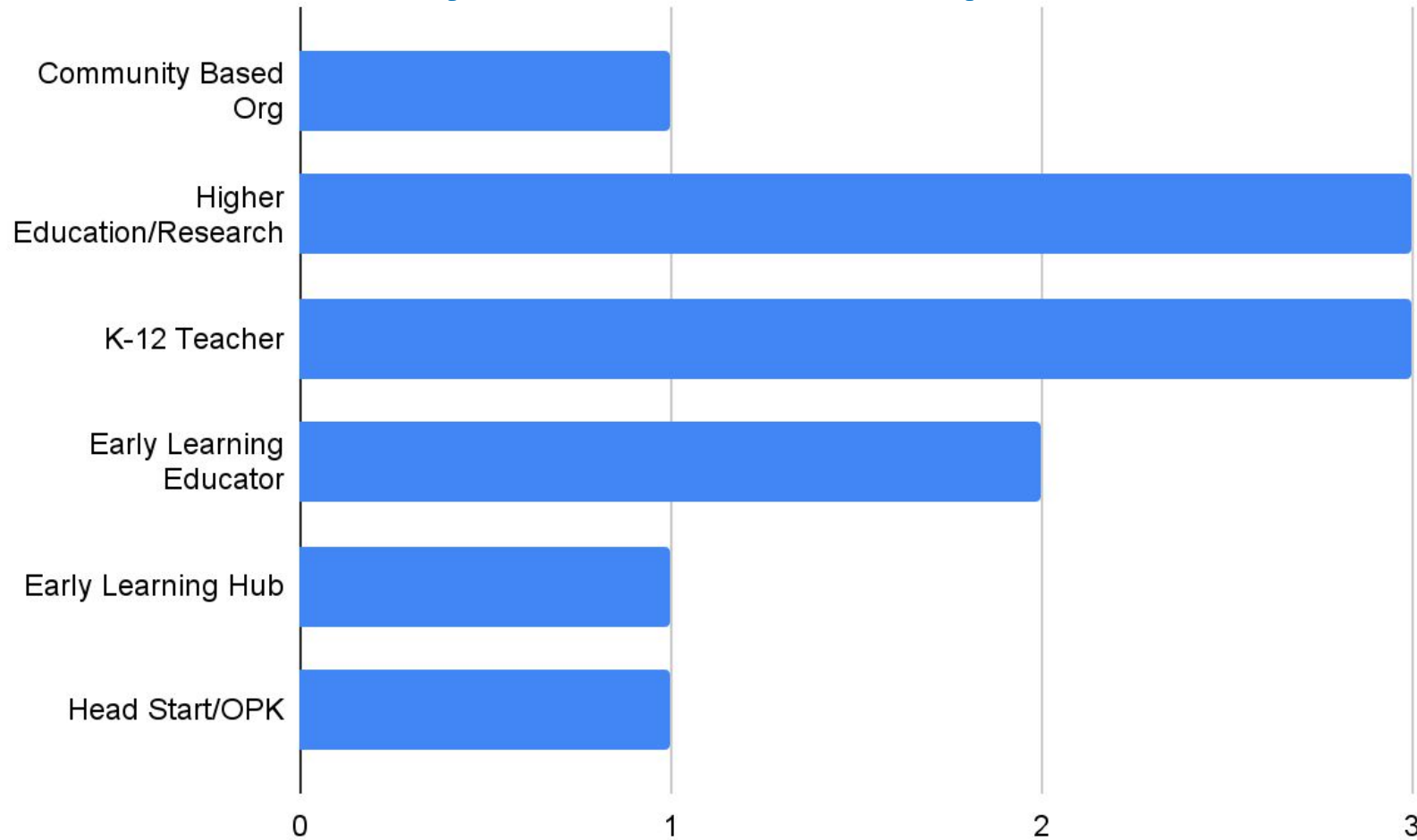Ongoing engagement with community partners, educators and families

Advisory Panel Meetings

Promoting ELTC for fall 2024

Advisory Panel Composition

- A strong equity lens

- Represent Oregon's diverse communities, including those who identify as Black, American Indian/Alaska Native, Latino/a/x and other people of color

- Represent different regions around the state

- Have experience delivering the Kindergarten Assessment and/or have used the Kindergarten Assessment data to inform classroom practices and educational systems

Final Thoughts
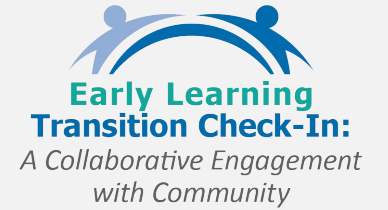
What questions do you have for us?

Who else should we reach out to and connect with?

Which school districts should be part of potential future pilots?

We are currently recruiting for members of the Advisory Panel for 23-25. You can email interest or nominate a community member at PreKCheckin@ode.oregon.gov

Many thanks for joining us today!

Early Learning Transition Check In Website:
https://oregonearlylearning.com/PreKCheckin

Email: PreKCheckin@ode.oregon.gov

Karina Guzman-Ortiz
Partner Engagement Specialist, DELC
karina.guzman-ortiz@ode.oregon.gov

Lauren Sigman
Preschool Specialist, DELC
lauren.sigman@ode.oregon.gov

Computer Science Initiative
Implementation Plan Preliminary Recommendations

African American/Black Student Success Advisory Group
05.17.23

Agenda

- Overview
- Landscape of Computer Science in Oregon
- Oregon's Computer Science Implementation Draft Recommendations
- Looking Ahead

Oregon Department of Education

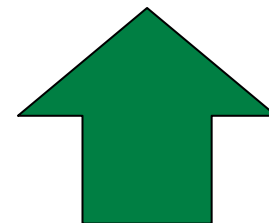# Overview

Governor's Directive to ODE and HECC

Oregon Department of Education

"*Racial, ethnic, and gender disparities in STEM education persist across the state, including gaps in access to computer science and related advanced placement courses. The results of these racial and gender disparities in access to STEM and computer science courses in public schools are clear...In summary, BIPOC, tribal, and female students have the least access to high-wage, high-demand careers requiring a STEM credential or diploma.*"

- Former Governor Kate Brown

Link: https://drive.google.com/file/d/1lCy1mUWcxA6pCkJLiZrovEusLt6IJGzV/view

Timeline for Computer Science Implementation

MAY 2022

Computer Science Directive Signed

DEC 2022 – MAR 2023

Phase I Engagement: Listening Sessions

APR 2023 – JULY 2023

ODE & HECC work with Consult Group to draft Implementation Plan

MAY 2023 – JULY 2023

Phase II Engagement: Public Feedback

JULY 2023 – AUG 2023

Draft Final Implementation Plan

SEPT 2023

Publish Computer Science Implementation Plan

Oregon Department of Education

What Oregonians Shared

"*Porque es la ciencia del presente y no del futuro. Debe ser un derecho y no un privilegio.*" - *Padre de Oregón* ("Because science is from the present, not from the future. It should be a right and not a privilege." - Oregon parent)

"*Computer science education should be offered at all grade levels in all Oregon public schools.*" - *Oregon Community Member*

"*I think increasing access and participation is critical and has to be paired with any other priority goals.*" - *Oregon Industry Professional*

"*It is important to elevate the diverse community of practicing and historical computer scientists and professionals.*" - *Oregon Industry Professional*

"*The north star has to articulate equity at the center. It is not okay to have gaps in this knowledge based on gender, race, ethnicity.*" - *Oregon Educator*

"*I'm excited that this long overdue approach is being considered for our students Pre-K through post-secondary!*" - *Oregon Parent*

ODE Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Oregon Department of Education

HECC Equity Stance
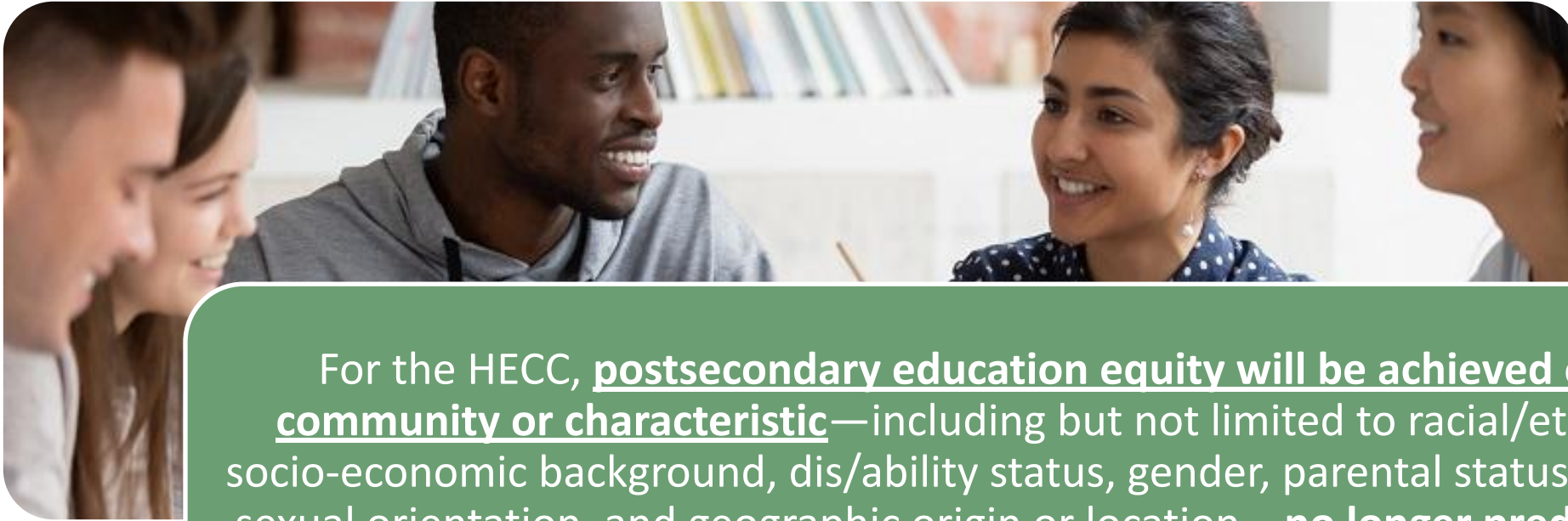
For the HECC, **postsecondary education equity will be achieved once one's community or characteristic**—including but not limited to racial/ethnic identity, socio-economic background, dis/ability status, gender, parental status, veteran status, sexual orientation, and geographic origin or location—**no longer predict inequitable access to and success in postsecondary education and training**. We will work towards this by addressing the root historical causes of systemic racism and inequities, not just their manifestation. This includes the intentional examination and elimination of policies, practices, attitudes and cultural messages that perpetuate the stark inequities in postsecondary education and workforce training we see today.

What does equity have to do with computer science?

Access: Availability of Course for All Students

- Teacher Champion(s)
- Administrative Support
- Community Support
- Partnerships with Universitities and Non-Profits

Diversity: Enrolling Students in Course

- Recruitment
- Reputation
- Counselor Placement

Inclusion: Effectively teaching all students

- Engaging Curriculum
- Culuturally Responsive Pedagogy
- Inclusive Learning Environment

Goode et al. (2019). Rac(e)ing to computer science for all: how teachers talk and learn about equity in professional development

Landscape of Computer Science in Oregon

Computer Science Course Access and Participation

- **22%** of students in the Class of 2022 took a computer science at some point during middle or high school
- **60%** of high schools currently offer computer science courses.

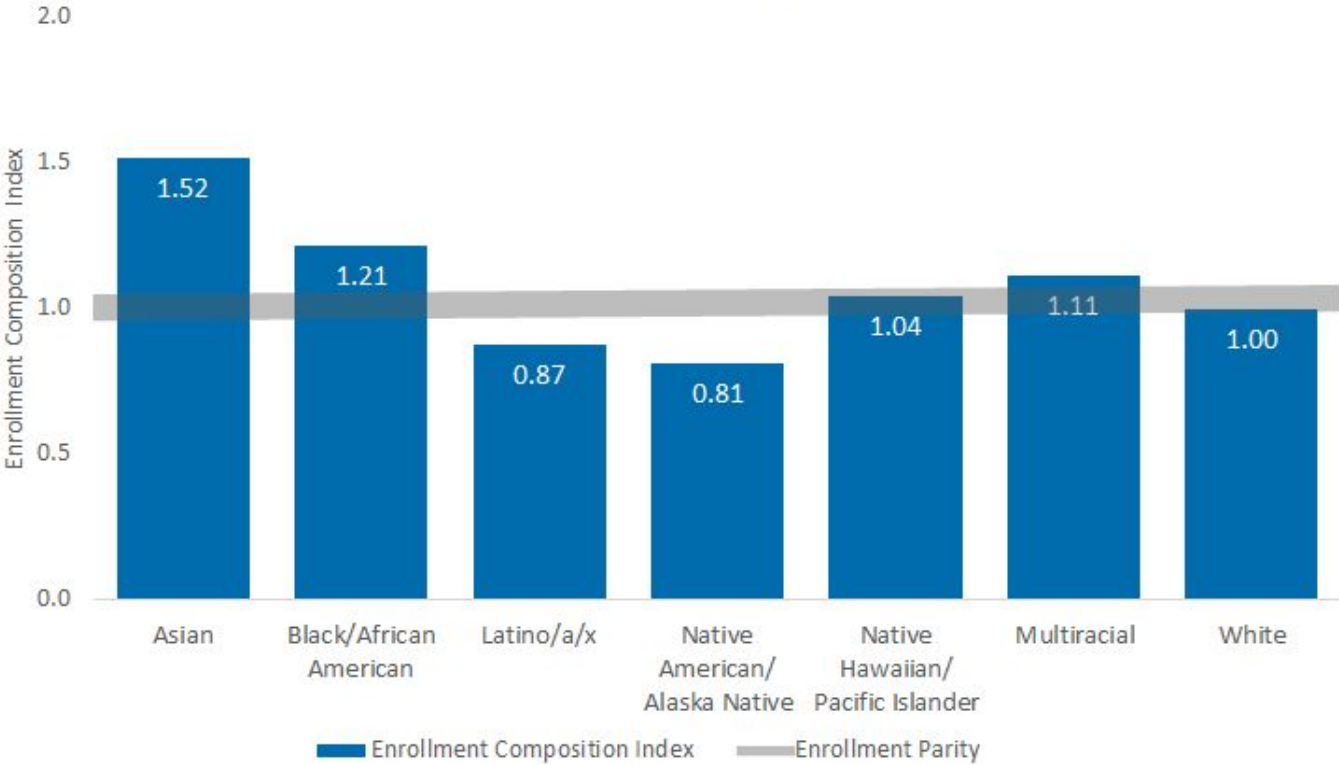**Note: This is preliminary data that is subject to revision.**

Disparities in Computer Science
Course Enrollment in Oregon: Gender
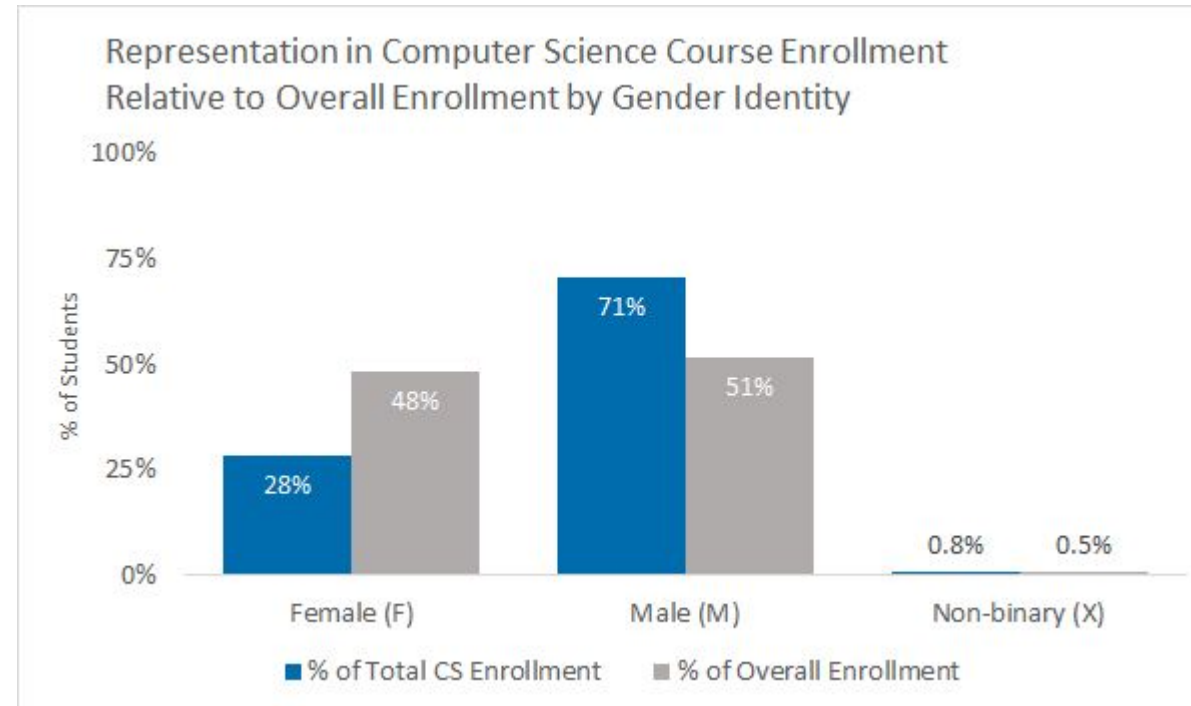
Representation in Computer Science Course Enrollment Relative to Overall Enrollment by Gender Identity

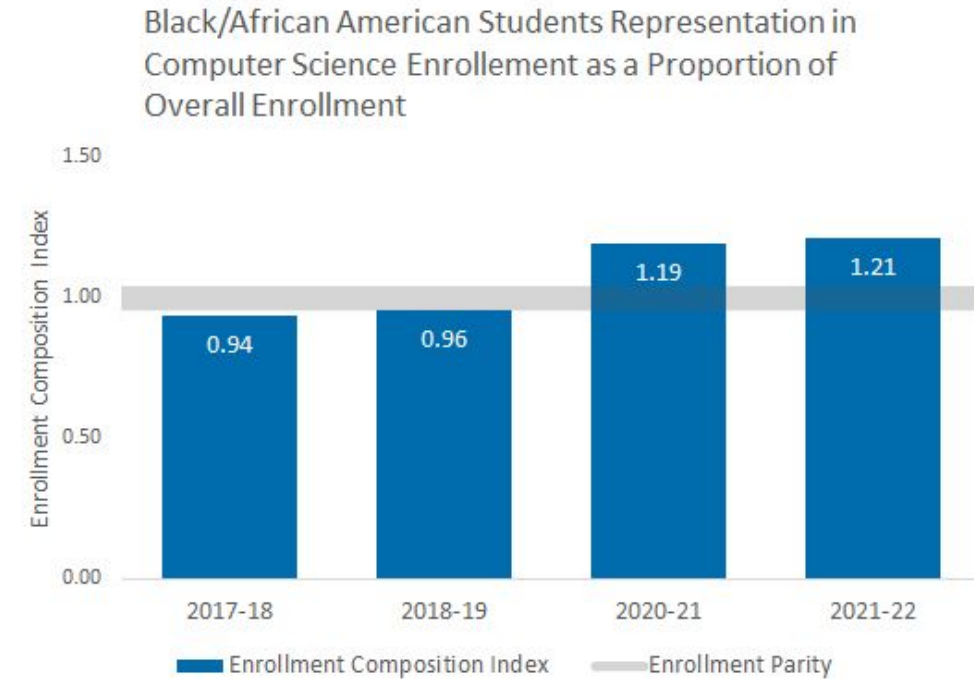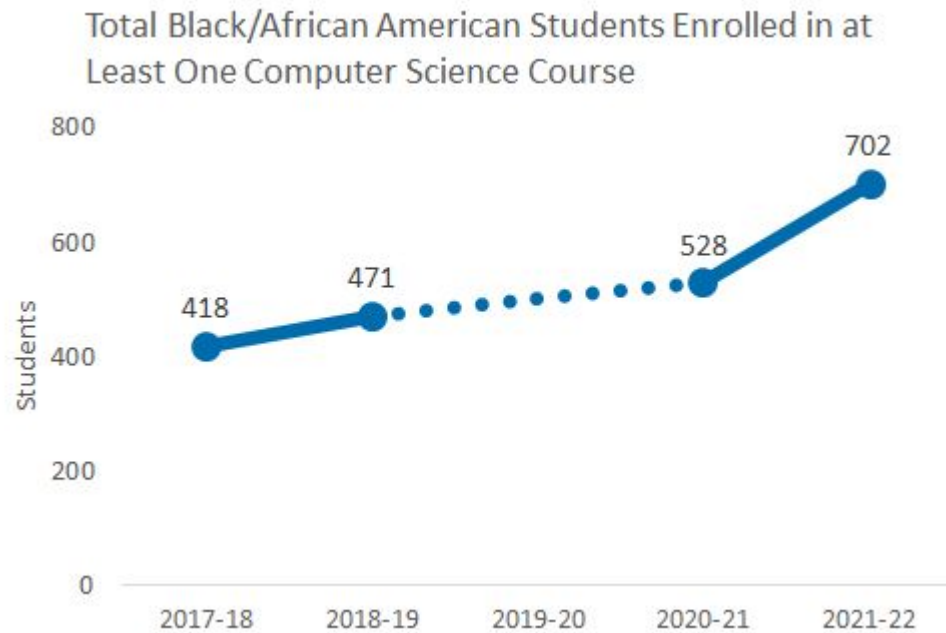**Note: This is preliminary data that is subject to revision.**

Disparities in Computer Science Course Enrollment in Oregon: Race & Ethnicity

Representation in Computer Science Course Enrollment as a Proportion of Overall Enrollment by Race/Ethnicity

Note: This is preliminary data that is subject to revision.

Black/African American Computer Science Student Enrollment Increase

Total Black/African American Students Enrolled in at Least One Computer Science Course

Students: 800, 600, 400, 200, 0

2017-18: 418
2018-19: 471
2020-21: 528
2021-22: 702

Black/African American Students Representation in Computer Science Enrollement as a Proportion of Overall Enrollment

Enrollment Composition Index: 1.50, 1.00, 0.50, 0.00

2017-18: 0.94
2018-19: 0.96
2020-21: 1.19
2021-22: 1.21

Enrollment Composition Index   Enrollment Parity

These charts show a substantial increase over time in the number of Black/African American students enrolled in at least one computer science course.

Oregon's Computer Science Implementation Draft Recommendations

Keep in Mind

- Language in draft Outline / Outcomes and Recommendations documents may feel tentative as we are early in the process.

Draft Preliminary Outcomes

- **#1:** Ensure All Schools Offer Computer Science Education Opportunities
- **#2:** Recruit, Prepare, and Retain Educators Teaching Computer Science
- **#3:** Establish Stable, Long-Term Funding for Computer Science Education
- **#4:** Align High School and Post-Secondary Requirements
- **#5:** Provide High-Quality Instructional Materials
- **#6:** Ensure Relevancy Through Career Connected Learning Opportunities
- **#7:** Monitor and Report Progress on Computer Science Education

Sharing Feedback

You are invited to:
- Comment directly on the Preliminary Recommendations document using the Google Doc comment feature
- Add feedback to the Questionnaire document

Looking Ahead

Future Work & Connections

Work on the Implementation Plan will continue through the spring and summer.

Additional opportunities to view and respond to progress on the plan coming up on:

- June 7, 15, and 20

More information and sign up links are available on our website:

- https://www.oregon.gov/ode/schools-and-districts/grants/Pages/Computer-Science-Implementation-Plan.aspx

Questions? Contact us at:

- ode.csinitiative@ode.oregon.gov

Oregon Department of Education

Oregon Department of Education

Break

Advocacy Update

Breakout Sessions

Breakout questions

- What are ways the Advisory Group can support the AABSS Plan and Plan implementation?
- How can the AABSS Advisory Group work with the other Student Success Plan Advisory Groups?
  - What can that look like?
  - What potential strategies can be engaged to leverage such collective action?
  - Are there any concerns to consider?
- How can ODE support the Advisory Group?

For the Good of the Order

Updates: Grant Extensions

- 1 year extension
- Applications closed May 12
- All 14 grantees applied
- Application Summaries
  - Total Amount Requested: $9,464,740.64
  - Total Students Estimated to be Served: 7,667
  - Total AABD Students Estimated to be Served: 5,505

Updates

- Data update
- Conflict of Interest training

Legislative Updates

- **HB 2275** - Grant Consolidation Bill (requires applicants for Student Investment Account funds to consider recommendations from student success plans) - in work session last week

- **HB 2281** - District Civil Rights Coordinators - in work session last week

- **HB 3144** - NH/PI Student Success Plan - no movement since March

Legislative Updates

- **SB 575** - Students w/ Disabilities Success Plan, no movement since April

- **SB 606** - Non-profit Modernization Act Task Force, no movement since April

- **SB 658** - Pilot program to fund schools to support homeless youth, no movement since April

Legislative Updates

- Revenue forecast on May 17 - will help determine what moves forward

Community Announcements & Updates

Adjourn