Time	Topic	Presenter(s)
2:00pm	**Welcome & Agenda Review** Statewide EDI work is important work. Shared emphasis on the ability to be resilient long term so we can improve the quality of life and education for current and future generations. encouragement for everyone to take care of themselves so we can continue to move forward. Review / approval for March Meeting Minutes: ● Minor edit made on page 3 referring to the next scheduled meeting. Corrected to reflect today's date as the April Latinx Advisory Group Meeting date. ● Noted, amended and minutes approved	Araceli / Susy
2:17pm	**Community Connection & Breakout Rooms** How can we promote our Student Success Plans using pre and post assessments? ● While Marzano presents, think about what we can ODE do towards increasing capacity to communicate the purpose and impact of the student success plans to internal and external partners? ● Open discussion for all, feedback given: ○ What is the plan / strategy from ODE to disperse the necessary information out to all school districts? ○ What is the vision that relates to this vision so we can hold ODE accountable to carrying out this necessary work? ○ Who in our communities internal as well as externally really know the size and impact of this work? The impression with ODE is that there is a lot of movement, but how is this trickling down to students' lives? How do we know that and how can we interact with that information to make necessary changes? ○ We need ODE to gather the compelling stories that showcase the work, that we are paying attention and the work is being carried out.	Osvaldo / Susy / Deb
2:44 pm	**Assistant Superintendent Updates** ODE has partnered with Marzano research for several years, and since then we have been working together to show how Student Success Programs are	Deb

leading to measurable improvement among students.

Areas of focus working with Marzano Research:

- How can we connect, understand and improve students' scores?
- How is this work connected to the other community areas of the plan? Advisory Group plays a big role in directing the program outcomes and corresponding student impact.
  - There are various stages that Marzano will be outlining
  - Logic models & indicators that were used
  - How does shared responsibility from state to local and community level play into this overall program?
  - Success plans are the DNA of ODE
    - ODE is centering on previously marginalized communities, making them the focus
  - The pandemic is over, but the problems we're facing are a pandemic of their own
    - Student supports are still needed post pandemic and brought to light areas that needed to be seen as a part of the whole picture in order to take an internal look and make the necessary changes to further this work.
- Tamara Needely is no longer with ODE, Jenni Anderson will be shifting to support our Advisory Groups moving forward. Please reach out via email (jenni.anderson@ode.oregon.gov) if you have any questions.
  - New meeting invites and emails to be sent out under new support staff accounts
- Michael Reyes is also no longer with ODE, apologies as our congratulations email sending him off to his next opportunity was not sent out to all of our SSP programs.
- Congratulations to Dr. Susy Mekarski for being able to step up and be able and willing to step into our Latino/a/x and Indigenous Student Success Program Coordinator Position.
- We are working to hold an in person Student Success Program Summit that will bring all of our programs together for shared learning and community building.
  - More details to come as they are available.
    - Tentative planning for this one day event to take place in August.
  - Goal to make this an annual event, allowing cross pollination between programs and groups.
- New Unified RFA to be released soon. There will be individual grants to apply for, but we are working to create one application process that streamlines the process.
  - Advisory is important for providing input and feedback as to

	what we are asking grantees to provide, supports they should offer, areas of focus, and determining indicators. ○ New RFA will be for four years so input and feedback is highly valued to influence and direct this work. ● ODE is hiring for Immigrant and Refugee SSP, if anyone is interested in joining the panel as we interview please reach out. ○ Five interview candidates, each will be approx an hour, total time commitment would be roughly 5.5 hours. ○ Interviews to be held Tuesday & Wednesday of next week (4/23 & 4/24)	

3:02 pm	**Marzano Research**
	
	Matthew Eide representing REL (Regional Education Laboratory) NW and Marzano Research
	
	● REL NW is one of ten regional labs that use data and research to make educated decisions and support the state as they implement their priorities.
	
	2 Phases of Student Success Plan Support:
	
	● REL NW (Phase I)
	 ○ Project 1: Develop logic model and "right-sized" indicators for CBOs and SSP grantees.
	 ○ Project 2: Develop a survey to collect data on grantee indicators.
	 ○ Project 3: Develop a SSP evaluation plan.
	● Region 16 Comprehension center serves Oregon, Washington and Alaska (Phase II)
	 ○ Create integration and communication plans
	 ○ Develop & deliver PD to increase understanding of the SSPs and role each ODE office will play in supporting the plans
	 ○ Determine how to integrate grantee indicators into plans and develop an SSP "blueprint"
	
	Phase I Updates (REL NW):
	
	● Phase I Updates:
	 ○ Project 1: Develop logic model and "right-sized" indicators for CBOs and SSP grantees
	  ■ SSP Crosswalk
	   ● Demonstrate intersectionality and areas of overlap between programs
		Marzano Research

- ● Goal was not to evaluate programs
  - ■ Logic Model
    - ● To clarify the roles and responsibilities of ODE, grantees and CBOs
    - ● Determined grantees & CBOs should be responsible for creating an environment that fosters the 6 pillars of the SSPs.
  - ■ Indicators
  - ○ Project 2: Develop a survey to collect data on grantee indicators
    - ■ Prioritized Indicators
      - ● Student engagement
      - ● Sense of belonging
      - ● Student agency
      - ● Culturally responsive pedagogy
    - ■ SSP Survey Scales - scheduled to begin in ~6-7 months
  - ○ 2025 will develop a full evaluation program for ODE that will begin to 'tell the story' of how SSPs are affecting and influencing students.

Phase II Project Phases & Objectives (Region 16 CC):

- ● Phase II Updates:
  - ○ Phase IIa: Improve ODE understanding, awareness, and ownership of the SSPs.
    - ■ Objective 1: Develop a plan to increase understanding and ownership of the SSPs.
    - ■ Objective 2: Develop tools to integrate the SSPs into the work of each office and unit.
    - ■ Objective 3: Provide professional learning to increase understanding and ownership of the SSPs.
  - ○ Phase IIb: Improve ODE capacity to communicate the purpose and impact of the SSPs to internal and external partners.
    - ■ Objective 4: Solicit input and feedback from internal and external partners.
    - ■ Objective 5: Support development of a communications plan.
- ● SSP Integration Plan
  - ○ Development - Created with unit directors October-November 2023.
  - ○ Includes:
    - ● Three objectives:
      - ○ Increase internal understanding of the content and purpose of the SSPs

	○ Increase internal understanding of the relationship between the SSPs and the work of each office/unit and the role each office/unit plays in supporting the plans.
	     ○ Make the SSPs part of ODE's DNA
	   ● Implementation steps
	   ● Responsibilities and timelines
	   ● Monitoring plan
	   ● Logic model
	
	SSP Integration Plan Overview:
	
	 ● Overview:
	   ○ SSP Professional Development
	    ■ Three fold approach:
	     ● Asynchronous Module: Introduce history and background of the SSPs
	     ● Session One:
	      ○ Develop a common understanding of the SSP
	      ○ Identify opportunities to integrate the goals and objectives of each SSP into the daily operations of the individual teams and offices. Critical lift for each program.
	     ● Session Two:
	      ○ Create an individual or unit action plan for implementation
	      ○ Discuss next steps for follow-up.
	      ○ This was not an end to the work, simply teaching new tools to use daily.
	   ○ Offices and Units use mapping and integration tools to conduct a deep dive into the SSPs, align their work to the SSPs, and develop concrete plans to increase integration.
	   ○ SSP Integration in Accountability Systems and Policy
	
	Questions & Feedback:
	
	 ● Thank you for your presentation, this is providing a lot of clarity as to how everything is interconnected. Appreciation and excitement to dive deeper into the materials provided in order to understand the nuances more thoroughly.
	
	 ● Very refreshing to see the level of detail and intentionality used in this
		Questions from Advisory members. Feedback from Matt and Deb

project. There are four very deep indicators prioritized in Phase I Updates (REL NW) - Project 2 (Student engagement, Sense of belonging, Student agency, Culturally responsive pedagogy). How will schools receive enough support in order to properly prioritize these areas of focus and truly be successful? Will there be trainings, educational materials made available?

- ○ A: We are aiming to ensure that there are organizational frameworks in place beginning with the licensure process in teaching universities and programs. The work is happening to fully integrate and anchor these principles in all areas.
  - ■ It is understood at the highest level that these principles must trickle down through all areas within the system, and the intentional steps are being taken to organize and prioritize these initiatives from the top down.
- How is knowledge of the Student Success Plans and the ability to participate in this being promoted to school districts? How will it be implemented at the local level and ensure this is taking place as intended? Who is required to carry this information to the local community and monitor the importance and impact as it moves to students and families?
  - ○ A: This is being intentionally promoted and also recently shared by Mariana, OEDI Director, during various sessions at the COSA Multilingual Learner Conference in Eugene.
- Many districts are facing the possibility of dismantling the EDI Department at the local level. Who would take care to review and monitor these initiatives if the districts reduce or eliminate the funding or reallocate priorities away from their EDI Departments?
  - ○ A: We are learning through statute. Superintendents have to have a plan of implementation in order to get funding. The power of district implementation is truly held at the local level, ODE can give guidance but the local board has the ultimate vote on district policies based on their interpretation. This is how our state functions as a locally led education system. We are working with school administrators to better understand how all of these indicators are interrelated and to provide learning opportunities.
  - ○ Moving to internally always center strategies and indicators when creating their plan and it must be written into the plan in order to receive funding. We are systemizing the training to all departments within ODE to better meet these needs.
- This is a very large area of discussion that may need to be brought up again to ensure that these initiatives are not made optional.
  - ○ How to find ways to influence the decision makers so that implementation is not subjective or viewed as optional.

	○ How to bring teeth to this process? Equity work is not optional.
	    ■ A Grant Guidance has recently been created to use as support when going to the legislature. Creating materials to educate individuals to the work of our Student Success Programs.
	        ● We have to check our verbiage so that it isn't possible for others to 'starve' our programs. Being mindful and strategically thoughtful so that these programs are set up for success.
	        ● ODE is tasked with remaining neutral and implementing the legislature that has been passed down to us. ODE cannot lobby or ask for funds, that responsibility falls on our communities.
	        ● This will be a topic at our in person summit to unify our voices in order to be better heard and ensure our work moves forward.	

3:45pm	**Announcements**
	
	● Opportunity for High School Students: OACO (Oregon Advocacy Commissions)
	    ○ Call for BIPOC & women's high school student groups
	    ○ Thursday May 30, 2024
	
	● **Next Advisory meeting date: May 21, 2024**
		Susy Mekarski

3:56pm	**Closure**	Chair Araceli Cruz