

Board Equity and Inclusion Committee meeting

Thursday, April 6, 2023 1:00 PM

Virtual Via Zoom

1. Call to Order

1.A. Board goals assigned to the Equity and Inclusion Committee

1.A.1. Identify statutory and legislative priorities for engaging legislators and community partners to develop meaningful advocacy for MESD students and communities.

1.A.2. Ensure inclusion through implementing our equity lens to achieve equitable district outcomes

1.B. Strategic Plan goals tied to the Equity and Inclusion Committee

1.B.1. Creating a high quality learning experience for all

1.B.2. Operationalizing systems that engage and empower communities

1.B.3. Building a culturally responsive workforce

2. Review minutes from the March 2, 2023 meeting

3. Action steps for the 2022-2023 Board goals assigned to the Equity and Inclusion Committee

3.A. Continue discussion on identified gaps and determine tangible actions

3.B. Learn more about the Multnomah Educator Rising Program

Board Equity and Inclusion Committee

Thursday, March 2, 2023

2023-2028 Agency Goals

#1 – Creating a high-quality learning experience for all

#2 – Operationalizing systems that engage and empower communities

#3 – Building a culturally responsive workforce

MESD Board Equity Lens-<https://www.multnomahesd.org/board-equity.html>

The meeting was called to order at 1:00 p.m. on Thursday, March 2, 2023 by Committee Chair Ying.

• CALL TO ORDER

Present: Helen Ying, Chair
Denyse Peterson, Board member

Absent: Samuel Henry, Board member

Administration: Sascha Perrins, Assistant Superintendent
Heather Severns, Board Secretary
Reiko Williams, Director of Regional Equity Initiatives and Partnerships

Guests: Christine Otto, Senior Educational Services Administrator

- 1. Review notes from the February 8 meeting-** The committee reviewed the minutes from the February 8th meeting. There is a change in the statement regarding youth at Three Lakes being incarcerated due to attendance. Three Lakes Principal Joy Koenig let the Board secretary know that there are no students at Three Lakes because of attendance. Christine Otto also backed up this statement.

The group reviewed a document with questions asked at the February 8th meeting that Christine Otto answered via email. This Q & A document was attached to the online agenda.

Christine Otto reviewed the Q & A document. Her responses were only for the JDEP and YCEP programs. They were not about the Jail programs, those operate completely in a separate manner. Additionally we have programs like the Hassalo School which is a long term care and treatment program that is located at the detention facility and that also operates differently. The answers to some of the questions were from a specific point in time but what we have also looked at is a pattern over time. The recidivism rates are very complicated to try to calculate. You have to make a determination of how you want to try and calculate them and know that it is not going to be a perfect number.

- 2. Action steps for the 2022 Board goals assigned to the Equity and Inclusion Committee**

- a. Gather information on prevention and intervention programs and initiatives already in place to help students stay out of the criminal justice system.
 - i. JDEP-The vast majority of students are not there very long. It would be great to do some programs with them but we have little to no notice of when they are going to show up or when they are going to leave. They may come back in six months, nine months or a year. They also may never come back. It creates a lot of extra challenges in terms of creating comprehensive programming.
 - ii. YCEP-These students are generally there for at least a few months so we have the ability to provide a lot of services. Joy Koenig at Three Lakes is a master of being able to find money in ways to increase opportunities for kids. There are a lot of CTE programming, college course access and a lot of wrap around support for kids when they are there. When students come into the facility our transition specialist go through an intake interview with them and offer ongoing support once they leave the facility. Traditionally that has only been extended to those who identify as Black/African American, but in the last nine months we have been able to extend it to all youth, so we are able to track some of the information of recidivism associated with those youth that we work with. This starts developing a relationship with the student to help support their next step because most kids are not in detention for an extended period of time.
 - iii. We have to talk about the programs differently because the needs of how you can support the particular programs are different. You have kids that go between the systems. Every YCEP kid has been a JDEP kid before, but not every JDEP kid goes on to YCEP, the majority don't. We need to focus on one program or the other unless we are looking at an overall preventative approach for before they enter the system, which is a separate issue. While they are in the system they need to be looked at separately.
 - iv. Restorative processes-Reiko Williams spoke to the group about the restorative process and restorative dialogue which gives power to students to be able to talk about how they are experiencing school and then also if harm has happened. There is an opportunity for them to repair the harm and for them to talk on equal footing. A lot of these programs are not implemented successfully because we have to get out of this power dynamic of school staff having all the power to dictate what happens versus kids being able to say "this is how I felt". As a society we are rooted in a process of consequences and a lot of student handbooks are written from the lens of "you do the crime, you do the time". Restorative processes require repair and reintegration into the community. This is a preventative approach and as a social justice response.
 - v. Empathy interview training-Amanda Shannahan organized empathy interview training this week. They are talking to Timothy, the principal at Arata Creek and Knott Creek schools about meeting with our Creeks school students to give them the opportunity to talk about their experiences from an empathy interview process which is really centering the needs of the person that you are seeking to learn more about.
 - vi. Misidentification of students-Creeks Principals Timothy Rogers and Noa Martinsen have been in talks with Reiko Williams and two school

psychologists about IEP processes and how a lot of kids are misidentified. White students are often identified on the autism spectrum and kids of color are identified as disturbed. A lot of black boys have the diagnosis of mentally disturbed. This starts in the classroom when teachers cannot serve students adequately and start labeling them and centering the teacher's needs instead of the student. The needs of the students are not met because of the misdiagnosed because of the lack of ability to see these students and understand what their needs are. Nowhere in the IEP is there really a place for students to be centered. Many times IEP meeting don't have a kid present and the language is not culturally responsive. IEPs are a process that is dependent on age, some kids are identified in early childhood with significant disabilities. There are a lot of factors involved as to how much the youth is involved. There are definitely legal best practices, and just like best practices in IEP writing, and they do include parents and students, they can't leave them out. Parent support groups are saying to do a person centered support plan.

- vii. Conversations about Race-The through line for all of these topics is engaging in conversations about race. Not being fearful about talking about the power structure and how a white dominant/white supremacist foundation impacts all of this whether we are talking about JDEP, YCEP, the Creeks, public schools, K12, Kindergarten, and discipline.
- viii. Students speaking to their experience- Committee member Denyse Peterson asked if there is anything in the record about where students have come up and told their side of the story. Christine Otto let her know this is on the justice side. When they are placed in detention they have the opportunity to provide their version of what the facts are and what they believe has happened. We don't typically ask a lot of details about what their charges are, except as it's relevant to being able to provide support, because it really does not matter. We are going to support them either way, and we want them to be successful. When we are working with the youth that have left the detention facility who is in a school, it is not unusual for us to get called into the principal's office with the kid, or be the first one to receive the call. We work with the family and encourage the schools to work with the family, but sometimes the families want them calling us because of the experiences that they have had and they want someone they trust on their side. Often times the Transition Specialist is the person they trust and will advocate for the kid to speak to their experience. Sometimes this is in a place where they have not had a voice, but knowing that they have someone on their side who is really listening has also been a great value for the families.
- ix. Next Steps
 1. Look at bridging the gaps that we have identified, are they for the JDEP or YCEP program?
 - a. In order for us to prevent students from moving into the YCEP program, what can we do after they leave us so they do not come back and be part of the program?
 - i. Currently we provide instruction for 215 days of the school year. The students are with us 24/7 including

weekends, holidays, etc. So they cannot go more than two weeks without providing instruction. Offering instruction or some type of educational space for students every single day, even if it was an EA on the weekends for a couple of hours to offer one on one support. Students who come to us in those spaces are oftentimes severely credit deficient, many of them are several years behind in academics and have other needs. While the facility does provide some programming, there are limits. The behaviors in the facility go up when the teachers are on break because the students are bored. Finding more opportunities to get more credits to be successful would be one area but will require money and staffing. There would need to be additional staffing.

- b. What can we do to strengthen the Bridges program?
 - i. Needs to have the funding to be able to provide the number of staff we need to meet the needs of every kids that we get. Making sure we have enough Transition Specialists for every student that comes through. The ideal number is 20- 25 and 30 is the max.
 - c. Finding more ways to support GEDs for kids while they are in the program or when they leave. Many of these student are so credit deficient this is the pathway they really need to take.
 - d. Our partners are trying to keep kids out of detention facilities as much as possible. We are also seeing an increase in youth that are experiencing significant trauma when they are on the outs in a way that was not happening before. Not that these students are protected from some of those experiences by being in detention. It is a greater societal issue. They are leaving those spaces and going in and where they may have been safe and they are going out and not being safe. Our kids are the ones experiencing all of the gun violence and other traumatic events in the community. How are we ensuring the safety of our youth, they are being released into situations or a home where they are not safe. This is not necessarily actionable, just an observation. Helen, would like some data on what this looks like.
 - e. Denyse would like to know who the partners are that would help us with this?
 - f. Helen would like to look at funding needs and partners for JDEP at the April meeting. What can we do to secure the funding?
2. What are the gaps in YCEP?
 - a. Our ability to provide programming in the spaces through Joy Koenig's work is actually pretty strong. Students are being

exposed and having access to really quality opportunities.

Technical education, college credits, and mentorship opportunities. Joy is doing a lot to provide those supports in those spaces for the kids.

- b. Ongoing challenges to try and build up those programs and make sure they are offered in a safe way. There are definitely limitations but it gives kids hope and opportunity. Christine believes we could offer more transition support thoughtfully to those youth who come out of OYA programs. We do some but it is not encompassing and is a lesser priority than it is for our JDEP students.
 - c. There is not as much work that needs to happen in that space.
 - d. Invite Joy Koenig to a future meeting.
3. What can we do to build relationship with students?
 4. Having a culturally responsive shake up in how IEPs are written so that they are centered around a student and done in a way so that everyone in the room understands the language.
 - a. What is the best way to approach this?
 - b. Christine encouraged the committee to speak with Joni Tolon or Melinda Berry to talk through what the evaluation process is supposed to look like.
 - i. Joni will be invited to the April meeting.
 - c. Sascha Perrins commented that this is a hard problem to tackle because it is about educating classroom teachers, certainly special education teachers about why they are setting up an IEP.
 - d. Have the equity lens as part of the IEP process.
- b. Continue discussion on identified gaps and determine tangible actions
 - i. What are the courts doing when students are sent into the juvenile justice centers? Helen will be meeting with Barbara Marcille, Trial Court Administrator for Multnomah County Circuit Court, 4th Judicial District to find out how the court system works with our youth and what kind of data do they keep on the adjudicated youth. She will bring this information back to the committee in April.
3. Review notes from the November 3, 2022 meeting and identify additional action step to be explored.
 - a. Learning more about the Multnomah Educator Rising program. Nate Waas Shull will be presenting on this program at the March 21st Regular Session Board meeting. Nate will be invited to attend the April 6th Equity and Inclusion Committee meeting.
 4. Reiko Williams let the group know that ODE does not support out of state travel for students to visit colleges. PPS is taking a group of 160 students to visit HBCUs. This is an important opportunity for students. There are none on the west coast. They are all in

Oklahoma, Texas and the east coast. Denyse asked about raising funds if any of our students wanted to go to visit one of those colleges.

Adjourn

There being no further discussion, the meeting was adjourned 2:27 p.m. The next meeting of this committee will be April 6 at 1:00 p.m.

Respectfully submitted,

Heather Severns

Executive Assistant/Board Secretary



Our Mission

We build anti-racist career pathways and partnerships to activate the next generation of Black, Indigenous, and People of Color educators and transform schools into gardens of love, joy, and justice for every learner.



THE BLUEPRINT '28

Multnomah ESD's roadmap for student success

MISSION

Educating, Engaging, Inspiring and Empowering through systems of support.

VISION

MESD is taking a systemic approach toward equity through creative, responsive, educational, health and technology services for all students regardless of race, ZIP code, ability, identity or country of origin.



GOAL 1

Creating A High-Quality Learning Experience for All



GOAL 2

Operationalizing Systems That Engage & Empower Communities

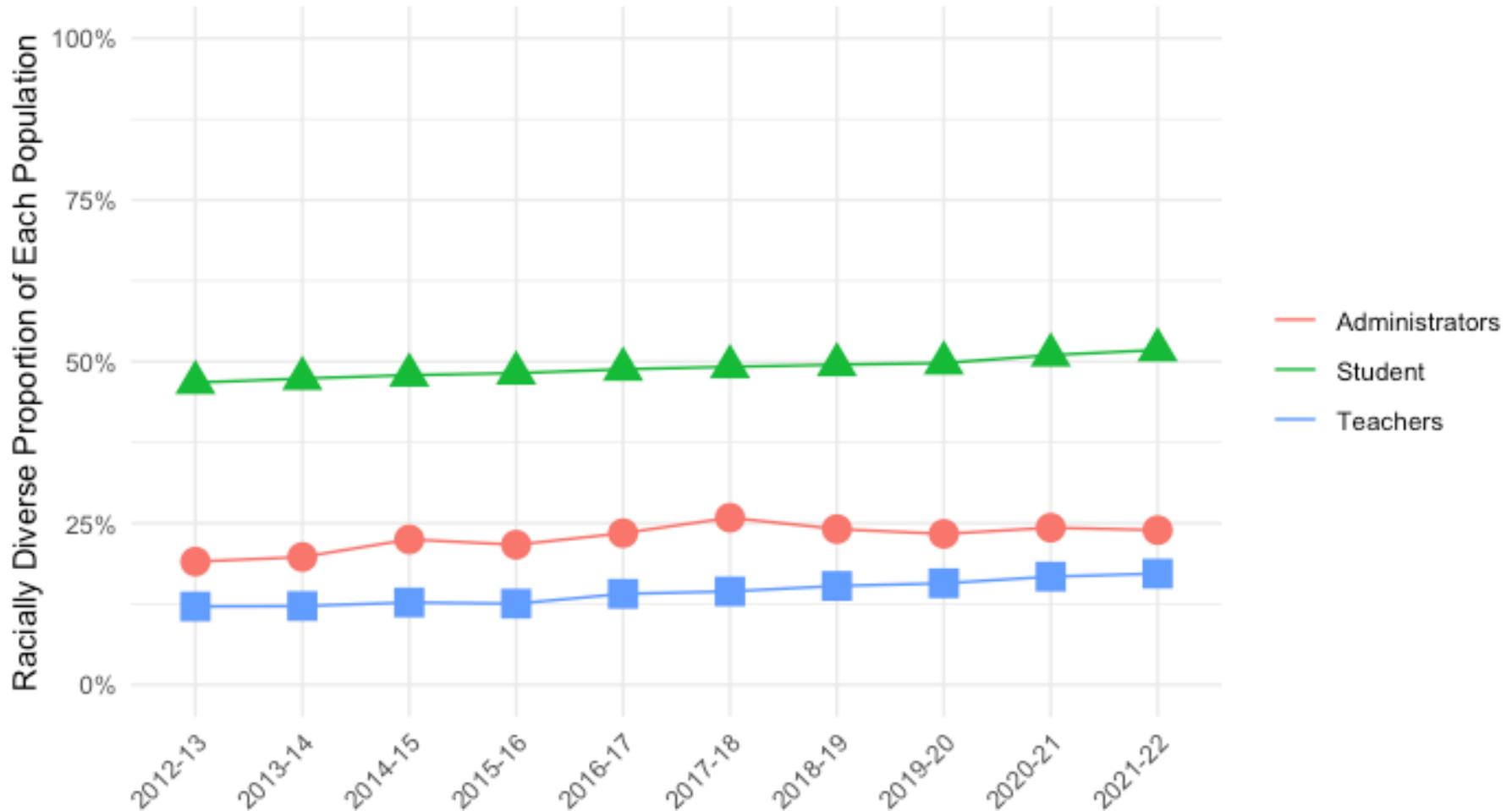


GOAL 3

Building A Culturally Responsive Workforce

Our Reality in Multnomah County

Multnomah 2012-13 through 2021-2022
Students, Educators, and Administrators of Color



Who We Serve

We have supported **212 rising educators** since Spring 2021

- Paraeducators/district employees: 50% of participants
- High school students: 36%
- Community members: 14%

100% of participants are Black, Indigenous, or People of Color

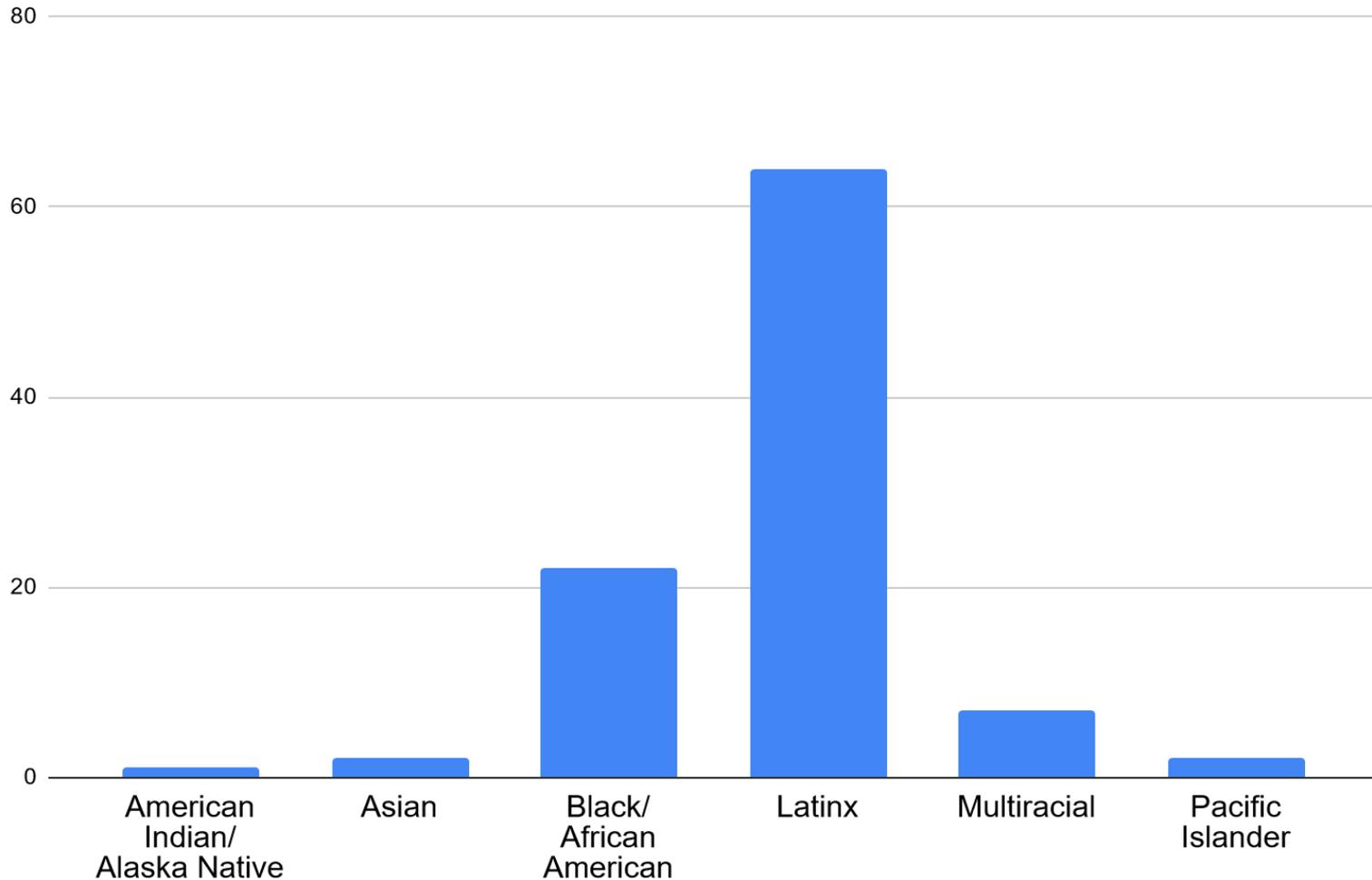
Two thirds of participants are bilingual

- Spanish: 62%
- Spanish & Mayan; 2%
- French & Creole: 1%
- Hindu: 1%

MER Programs

- **MER Licensure Pathways** (core program)
 - Teaching
 - Other licensed school professions (counseling, psychology, social work, etc.)
- **Principal License Cohort**
- **Summer Academy** - Paid internship + PCC Intro to Education Course for HS seniors & grads
- **Teach for Liberation** - Critical educator formation & supportive community of rising BIPOC educators

Participant Demographics



An additional 114 participants self-identified as BIPOC; these participants did not specify a race or data was not collected

What We Provide

- ✓ 1-on-1 guidance and support from BIPOC program navigators
- ✓ Free courses at PCC
- ✓ Funding for licensure program tuition/books/fees - up to \$5,000 per year toward the goal of zero out-of-pocket costs
- ✓ Financial aid application support, including for the Oregon Teacher Scholars program (\$20K over 2 years)
- ✓ Emergency funds to address life challenges
- ✓ Monthly Teach for Liberation leadership development sessions for critical educator formation in a supportive community of rising BIPOC educators
- ✓ Preferred hiring for a licensed position in local districts

Participants' Career Goals

Elementary Teacher	25
Principal/Administrator	23
Secondary Teacher	15
Pre-K Teacher	9
Counselor	8
SPED Teacher	3
School Psychologist	1
Undecided	52
Early Exploration (HS students)	76

Flexible Entry Points

- Still developing English language skills
- Working toward, or have, a high school diploma or GED
- Have an Associates degree
- Have a Bachelor's degree or higher



MER Summer Teaching Academy

District/Partner	Students
PPS	39
Reynolds	12
Gresham-Barlow	7
Latino Network	7
Parkrose	4
David Douglas	2
Centennial	1
MESD	1
NAYA	1

DDSD is looking for...

STUDENT INTERNS

This is for our **Grow Your Own Program!**

- Students interested in becoming teachers
- 4 week participation as paid interns (Classroom Instructional Assistant)
- Free College Credit
- 90 hour internship (M-Th)
- Will need to pass the highly qualified test

Placement Offered

- Hours for Elementary (8:30-1:15 pm)
- Hours for Middle (8:45-1:45 pm)
- Ed 100 Class taught by DDSD Teacher
- After successfully completing the program, students will be encouraged to apply for employment with DDSD

GROW YOUR OWN

Principal License - Cohort 1

District	Students
Gresham-Barlow	11
MESD	4
Centennial	2
David Douglas	2
Reynolds	1



Principal License Program



EXPAND YOUR CAREER

Multnomah Education Service District (MESD) and George Fox University (GFU) College of Education are partnering to bring you a 15-18 month program that is designed to eliminate barriers, reduce costs and expand your career opportunities. The TSPC Principal License is the required first license for all administrators to serve at either the building or district level. Classes start virtually on September 6, 2022 and continue through spring semester 2024.

Teach for Liberation

Leadership development program and supportive community of rising BIPOC educators, designed to:

- Build the skills and relationships to help educators thrive in their careers for the long term
- Equip educators with the tools, experiences, and confidence to serve as agents of change for more community-rooted, student-centered, and anti-racist schools



Community-Based Partners



Meet the MER Team!



Joshua Hall

Coordinator, Career Pathways & Partnerships at Multnomah Education Service District

He/Him/His



Alejandra Nava

Manager, Career Pathways & Partnerships at Multnomah Education Service District

She/Her/Hers



Nate Waas Shull

Senior Administrator, Career Pathways & Partnerships at Multnomah Education Service District

He/Him/His



Ceci de Valdenebro

Education Faculty Member at Portland Community College

She/Her/Hers



Tanya Mead

Education Faculty Chair at Portland Community College

She/Her/Hers

Join Us!

**Monday, May 1st, 6:30 p.m. at the
Hollywood Theater**

SEE IT & BE IT
SEE IT & BE IT
SEE IT & BE IT

CELEBRATING BLACK & BROWN EDUCATORS



See it & Be it promo 1



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Watch on  YouTube

Thank You!

Visit us at www.multnomaheducatorsrising.org
<https://www.linkedin.com/showcase/multnomah-educators-rising/>

Multnomah Educators Rising

Leading For Change, Rising Together

Multnomah Educators Rising is a regional partnership dedicated to diversifying the local education workforce. We build anti-racist career pathways and partnerships to activate the next generation of Black, Indigenous, and People of Color educators and transform schools into gardens of love, joy, and justice for every learner.

Representation matters. Life experience matters. Black, Indigenous, and People of Color educators matter. YOU matter.

Inspire. Uplift. Advocate. TEACH.
Come teach with us — We're here to help.