



Program Evaluation Committee

Thursday, August 26, 2010

Minutes (Approved September 9, 2010)

Department of Education and Early Development Conference Room

In Attendance:

Members: Andi Story, Ed Flanagan

Absent: Destiny Sargeant, member

Public: Margo Waring, Laurie Berg, Freda Westman, Marianna Moreno-Goodwin, Kendra Kloster, Ronalda Cadiente Brown, Teddy Castillo, Barbara Thurston, Andrea Cadiente-Laiti, Dionne Cadiente-Laiti, Kimberly Homme, Angie Lunda, Jessica Chester, Dave Stoltenburg, Barbara Cadiente-Nelson, Phyllis Carlson, Joe Nelson, Crystal Rogers, Michelle Martin, Atricia Makailey, Glenn Gelbrich, Lily Wantanabe

Convened: 12:05 p.m.

June 17, 2010, minutes: approved

(Ms. Berg's first name to be spelled correctly)

Public Testimony on Non-Agenda Items

Freda Westman, President ANS 70

Camp has submitted a letter of complaint to district regarding use of Transitions II grant for AVID, which is intended for all students. In the reply from the Superintendent there is reference to a May 13 Indian Studies parent board meeting at which there was a report regarding AVID. However, this does not fulfill consulting with stakeholders on the use of the grant.

Laurie Berg

Please educate parents early on MAP testing. Children are coming home with anxiety because they do not understand the purpose of the testing.

Marianna Goodwin-Moreno

Has served on a variety of committees, including school site councils and Strategy Two. Concerned with stereotyping groups. Encourages review of students in Extended Learning. Worked on Type M certification. How are we connected with Commissioner of Education in terms of culturally-responsive education. There is some confusion about what is funded by grants and timing of grants. Want to assure that culturally-responsive curriculum are sustainable and bringing in all essential partners and supporting them with correct data.

Ms. Story provides overview that the Program Evaluation Committee decided 18 months ago that a review of cultural programs is a priority. This committee just meets monthly; the staff performs the bulk of the work. The committee can make a recommendation to the full Board. She references the tentative work plan.

Ms. Story provides overview of initiative to establish a Native Education Advisory Committee and that it's patterned after success of Activities Advisory Committee. Ms Scandling provides some background regarding the proposal to establish the advisory committee, such as expiration of Alaska Native Student Success grant and the related Local Action Team and that there has been no district-wide group which is informed about the status of grants and provides recommendations to policy makers.

Public Testimony on Agenda Items

Libby Watanabe

Former JSD student and graduate; mother of new high school student. Moved back to Juneau from Sitka two summers ago. How can I get information on what is in place? Recommends that JSD look at ANB/ANS Grant camp website to see 2009 resolutions regarding education and disseminate it to the Board of Education. They represent all of SE and contain relevant and valid suggestions. The Sitka Native Education program has been very successful at solving a number of issues within the district. After school program that works closely with Sitka School District; suggests JSD look at this program. Students encouraged to have pride in rich cultural heritage do better in school. I flew under the radar in school. Encourage the JSD to collaborate with Goldbelt Heritage and Sealaska Heritage for summer culture camps; perhaps offer such camps during holiday and spring breaks. Increase cultural extra-curricular programs, as we recognize Alaska Native students have disproportionate drop-out rates.

Fred Westman

ANS Camp 70 President and parent of four children who have been in Juneau School District. Have been involved in many capacities with JSD, including Next Generation, Local Action Team, on school site councils, budget advisory committee. Concerned about letter of invitation regarding advisory committee. What is role of community partners? Need strong oversight of grants and that the funding for cultural programs is transparent. I don't want to be used or have it reflected that because I was here that we met criteria for public involvement. Want to see bright lines between grants. Not OK for the JSD to use one grant to fund another activity. We want to see those accounts. Want accountability and transparency.

Andrea Cadiente-Laiti

All stakeholders should be involved, including Filipino and Hispanic communities, Central Council, ANB-ANS, Goldbelt (corporation and foundation), Sealaska (corporation and institute), Douglas Indian Association, T&H Community Council. Would it be appropriate for advisory committee to evaluation grants when federal granting agencies conduct and request such oversight. Not aware of AVID being funded through Indian education funds. She describes recent summer camp with 34 graduates, 30 of who were Alaska Native; they earned college credit. Having children not of Alaska Native heritage helped tear down barriers. Want to be careful with where we are going with having some programs only for Alaska Native students and other programs not for those children.

Margo Waring

As a former Board member, was liaison to Indian Studies parent board and have spoke to many parents of minority students. There is a lack of information that exists amongst parents to know what programs exist. The Program Evaluation Committee can catalogue those programs. Because programs are funded by general funds and grant funds, it's hard to know exact staff duties. And, each may have it's own reporting requirements. She recommends the district develop it's own criteria to evaluation effectiveness of programs so that the district can better target resources to get

the kind of impacts we want for all students. I've seen so many reports that are massaged, slanted; need to assure quality data reporting for all of it's programs.

Laurie Berg

Former member of DH Site Council. One topic that came up about two years ago was a Transition grant to have a teacher follow eighth graders to ninth grades. We learned at Site Council that that no longer was going to happen and that the money would be used for AVID. The district has jumped around a lot on how grants are used; some of the shareholders feel deceived. I don't know how the system breaks down and why shareholders are not involved in the process. I think there's some problem on the administrative level about how things get changed without stakeholders.

Michelle Martin

Parent, two children in TCLL at Harborview, one student at Dryden; JSD teacher/cultural specialist with TCLL. On T&H Community Council. My experience going from a rural program in Kake to an urban setting, had a lot of support through the PITAAS program and Future Teachers of Alaska. Urge the JSD to connect with the PITAAS program. We seem to be receiving a lot of rural students moving in from villages and it's a huge transition. Need to educate Native families. How can they find their role in their children's education.

Joe Nelson

UAS and Sealaska Heritage Board of Trustees. Appreciates JSD laying out a plan. My main message is inclusion and "we value you." We know that our children excel when they feel included and valued. I think what's lacking is a single vision. Many similar grants competing for the same goal. Needs to be simple and keep us moving forward. We are all trying to do the same thing. Leadership turnover is an issue, to assure that visions are carried out. Gives an example of Early Scholars and Heritage Honors; AVID is there now trying to do what we've been trying to do in our programs. If the Governor's Performance Scholarship is approved, I hope that there is equity amongst all populations, so that all of our students have the same opportunities. How can we get everybody on the same page with a short, sweet vision. Grant funds can't be end-all and be-all. If they are valuable, administrators will re-allocate budget and keep them going.

Amalia Monreal

Son in JSD; two daughters who have graduated. Sits on Suicide Prevention Coalition. Had about 100 students from all three high schools attend a meeting last spring to discuss issues and a big one was the absence of culture in the classroom and lack of respect for their culture. We know that culture is closely identified to one's identify and one's confidence. Students cannot identify what specifically is being offered related to culture. We know that kids are in cliques and hang out with kids of similar cultures. Inclusion is a good thing, but we need to identify what services children are receiving in the JSD.

Mariana Moreno-Goodwin

Appreciate reference to vision and forward thinking. We're not asking about excluding any particular kids from a grant. We are concerned, and our formal complaint is about that when an LEA applies for a grant with a particular content or curriculum, that it's hard to monitor the implementation. We are just lay people. Now, we have to follow this to make sure that those children are served. It's a very different dynamic when a Native program opens itself up to mainstream children, as opposed to a mainstream opening up to Native children. There's a differential of power.

Ms. Story clarifies that there are a number of issues occurring simultaneously, such as the district-wide equity committee and the review of the Transitions II grant. Those will happen separately, although we know that they will overlap.

She reviews the Sept. 9 work plan that would include review of programs, staff, goals, and assessments. She references a comparison with Sitka cultural education program.

Ed recommends distribution of such information at least a couple days before meeting.

Ms. Story references that one of the points made today is whether students know what services are being offered and whom they should contact. She cites the elementary literacy audit of last spring that reported the lack of cultural responsiveness in the classroom. She is eager to hear from staff about what they need in order to collaborate.

Ms. Andrea Cadiente-Laiti asks that there be interaction between committee members and audience members and to acknowledge a question from an audience member. She shares that it's hard to hear the information regurgitated from the chairperson with the chance to interject.

Ms. Story clarifies that she means no disrespect; that she was attempting to summarize the questions and issues. Encourages audience to send comments to Laury Scandling, Assistant Superintendent, JSD.

Dionne Cadiente-Laiti is invited to make a comment.

As a partner, Goldbelt Heritage Foundation would like to know what an evaluation will involve. We appreciate not just looking at grants that are three-year projects as we may not be able to turn it around in three years. Appreciate that Mr. Nelson said that an evaluation should be done with respect; it should be recognized that there is an overall mandate from the state for cultural responsiveness in education. A key question is whether a grant is implemented with fidelity.

Ms. Story says the intent is to determine if programs are working together to achieve what they are intended to and to try to avoid silos within the district.

Ms. Scandling provides overview and invitation for feedback regarding creation of advisory group.

Adjournment: 1:25 p.m.

Next Meeting: Sept. 9, 2010, noon-1 p.m., DEED Conference Room (same location)