

Project Charter

Title	African American/Black Student Success Plan (House Bill 2016)
Sponsors	<ul style="list-style-type: none"> • House Speaker Tina Kotek • House Representative Jodi Hack
Governor’s Office	<ul style="list-style-type: none"> • Lindsey Capps, Education Policy Advisor
Project Mgr.	<ul style="list-style-type: none"> • Dr. Salam Noor, Deputy Superintendent • Dr. Markisha Smith, Project Manager • Kendra Hughes, Project Coordinator
Purpose & Expected Results	<p><i>House Bill 2016 directs the Department of Education to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs.</i></p> <p>Currently in Oregon, African American and Black students lag behind their peers in numerous categories. The African American/Black Student Success Plan will address historical and persistent deficiencies as noted in the following glaring inequities:</p> <p><i>Whereas for the 2013-2014 school year, 11 percent of black or African-American students experienced one or more discipline incidents, compared with 5.9 percent of all students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 52.6 percent of black or African-American elementary school students met reading achievement targets, compared with 70.5 percent of all elementary school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 38.9 percent of black or African-American elementary school students met math achievement targets, compared with 62 percent of all elementary school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 50.6 percent of black or African-American middle school students met reading achievement targets, compared with 69.7 percent of all middle school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 39.3 percent of black or African-American middle school students met math achievement targets, compared with 62.2 percent of all middle school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 65.8 percent of black or African-American high school students met reading achievement targets, compared with 85.6 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 41.8 percent of black or African-American high school students met math achievement targets, compared with 70.7 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 57.1 percent of black or African-American high school students graduated within four years, compared with 68.7 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 59.4 percent of black or African-American high school students graduated within five years, compared with 73.2 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 4.93 percent of female black or African-American students dropped out of school, compared with 3.34 percent of all female students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 7.41 percent of male black or African-American students dropped out of school, compared with 4.58 percent of all male</i></p>

Project Charter

	<p><i>students</i></p> <p><i>The bill directs the Oregon Department of Education to convene an advisory group comprised of members of the African American/Black community and other stakeholders from across the state of Oregon to provide guidance to the department regarding the plan.</i></p>
Funding Source	Oregon Department of Education
Project Success Measures	<p>A broad range of stakeholders will be involved in the development and implementation of the plan throughout the process. The plan will address all indicators of student success and will:</p> <ul style="list-style-type: none"> • decrease the disproportionate rate of disciplinary incidents; • increase parental engagement; • increase the engagement of students in educational activities before and after regular school hours; • increase early childhood and kindergarten readiness; • improve literacy and numeracy levels between kindergarten and grade three; • support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance; • support culturally responsive pedagogy and practices from early childhood through post-secondary education; • support the development of culturally responsive curricula from early childhood through post-secondary education; • increase attendance of plan students in community colleges and professional certification programs; • increase attendance of plan students in four-year post-secondary institutions of education; • increase the number of state agencies and stakeholders to leverage financial resources to sustain and advance the work of the plan <p>To ensure accountability across all project success measures, ODE will incorporate performance measures and outcomes to ensure project grantees demonstrate progress on all targets, as part of their grant award. The objectives of the plan will be completed in a timely manner and within budget.</p>
Intermediate Goals	TBD
Planning Timelines	<ul style="list-style-type: none"> • Fall 2015: Convene Advisory Group • October 2015: Advisory Group Meeting • November 2015: Advisory Group Meetings • November 2015: Resource Team Meetings • December 2015: Proposed Administrative Rules Presented to State Board of Education • December 2015: Resource Team Meetings • December 2015: Advisory Group Meeting • January 2016: Preliminary Report to Interim Legislative Committee • January 2016: Resource Team Meetings • January 2016: Advisory Group Meeting • February 2016: Senate Education Committee Presentation

Project Charter

	<ul style="list-style-type: none"> • February 2016: House Education Committee Presentation • February 2016: Resource Team Meetings • February 2016: Advisory Group Meeting • March 2016: Resource Team Meetings • March 2016 Advisory Group Meeting • March 2016: Proposed Grant Process Developed • April 2016: Advisory Group Meeting • April 2016: Resource Team Meetings • April 2016: Grant Application Process Opens • May 2016: Advisory Group Meeting • May 2016: Grant Application Process Closed • June 2016: Grant Recipients Selected and Announced • June 2016: Resource Team Meetings • June 2016: Advisory Group Meeting • June 2016: Grant Performance Outcomes Negotiated • July 2016: Plan Implementation Begins
Scope	<p>The scope of work will include:</p> <ul style="list-style-type: none"> • Data and Research on Promising Practices • Convene advisory group and resource team meetings • Develop the implementation plan • Administer grant awards • Monitor grant recipients • Manage the plan and progress toward project success measures and intermediate goals
Key Stakeholders	<ul style="list-style-type: none"> • Early Childhood Educators • Youth Development • Juvenile Justice • K-12 Schools and Districts • Higher Education • Community-based Organizations • Students, Families and Caregivers • Oregon Department of Education
Project Approach	<ul style="list-style-type: none"> • Oregon Department of Education staff will manage project tasks, timelines, and budget. • The advisory group with knowledge and experience in each indicator will convene on a monthly basis and advise on the development of the implementation plan. • Convening resource team meetings of the advisory group, as needed • Dr. Markisha Smith and Kendra Hughes will jointly coordinate and monitor implementation of all aspects of the plan.
Risks of not doing the project	<ul style="list-style-type: none"> • Chronic disparities in early childhood, youth development, K-12 and higher education settings, across all indicators for African American/Black students in the state of Oregon continue. • Lack of a culturally diverse professional teaching core continues. • Gaps in student achievement and opportunities for African American/Black students continue.

Project Charter

	<ul style="list-style-type: none"> • Disproportionate rates of discipline of African American/Black students continue. • Historical and persistent challenges facing African American/Black students negatively impact P-20 education, business development, housing and employment opportunities, and social and economic growth for the state of Oregon continue. 								
Overall Assessment	This plan is critical to increasing culturally responsive teaching and learning opportunities, improving P-20 student achievement and outcomes for African American/Black students in the state of Oregon.								
Sponsor Approval Signature	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%; border: none;">Name</td> <td style="width: 40%; border: none;">Date</td> </tr> <tr> <td style="border: none;">Governor Kate Brown</td> <td style="border: none;"></td> </tr> <tr> <td style="border: none;">Name</td> <td style="border: none;">Date</td> </tr> <tr> <td style="border: none;">Dr. Salam Noor, Deputy Superintendent</td> <td style="border: none;"></td> </tr> </table>	Name	Date	Governor Kate Brown		Name	Date	Dr. Salam Noor, Deputy Superintendent	
Name	Date								
Governor Kate Brown									
Name	Date								
Dr. Salam Noor, Deputy Superintendent									