

**African American Black Student Success Plan
Advisory Group Meeting Minutes**

August 3rd, 2018 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education

Meeting Scribe: Victoria Garcia

PARTICIPANTS

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| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ben Cannon (phone) <input checked="" type="checkbox"/> Bobby Bridges, Jr. <input checked="" type="checkbox"/> Earlean Wilson-Huey <input checked="" type="checkbox"/> Frank Hannah Williams <input checked="" type="checkbox"/> Iris Bell <input checked="" type="checkbox"/> Joyce Harris, Chair <input checked="" type="checkbox"/> Joe McFerrin <input checked="" type="checkbox"/> Kali Ladd <input checked="" type="checkbox"/> Kendra Hughes <input checked="" type="checkbox"/> Laurie Wimmer | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Lillian Green <input checked="" type="checkbox"/> Mark Jackson <input checked="" type="checkbox"/> Dr. Markisha Smith <input checked="" type="checkbox"/> Nkenge Harmon Johnson <input checked="" type="checkbox"/> Dr. Paul Coakley <input checked="" type="checkbox"/> Renee Anderson <input checked="" type="checkbox"/> Shelaswau Crier <input checked="" type="checkbox"/> Tony Hopson, Sr. <input checked="" type="checkbox"/> Dr. Yvette Alex Assensoh <input checked="" type="checkbox"/> George Russell | <p>Members not present</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abdi Jamac <input type="checkbox"/> Abdikadir Bashir <input type="checkbox"/> Cynthia Richardson <input type="checkbox"/> Dr. Karen Fischer-Gray <input type="checkbox"/> Marjorie Trueblood-Gamble <input type="checkbox"/> Dr. Reginald Nichols <input type="checkbox"/> Ron Herndon |
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Item	Discussion	Action
<p>Welcome Chair Joyce Harris</p> <p>New Business</p> <ul style="list-style-type: none"> • Review and Approve Minutes from 6-1-2018 • Department Updates • Equity Lens Feedback • School/Community and other advisory group updates • Community Outreach Plan • AA/BS Success Plan/Funding 	<p>Joyce welcomed the group to today’s meeting.</p> <p>Joyce called for minutes to be approved and members passed it. Joyce asked if follow up on assessment was happening. Markisha went over who will not be returning. Abdikadir Bashir, Karen Fischer-Gray, Margery Trueblood-Gamble and Renee Anderson will all be leaving the group. Markisha said that they are staying with Smarter Balance. Iris moved to approve minutes.</p>	<p>Minutes were approved by members. (See email from Kendra on edits)</p>
<p>Department Updates Markisha Smith, Darryl Tukufu, Oregon Department of Education</p> <ul style="list-style-type: none"> • Grant Updates 	<p>Grant agreements with exception of Lane ESD have been signed. We are waiting for DOJ approval. Eight of our Nine grant agreements have gone out. Iris asked about funding allocations. Funding for the grants goes back to April through June of next year for funding. Some of the grantees came to present in June, at the time they did not have funding. Information has been put into the Grant Management system. Lane ESD passed 150K threshold which is why we are waiting on the DOJ. Funding goes back to April, applied retroactively to June of next year. RMC has adjusted their timeline as an evaluator due to timeline .Dr. Tukufu expressed that we are definitely feeling the frustration with how slow things are going. We need to reconcile with what has actually happened with Legislature expectation. RMC has helped with the restructuring and moving forward. Markisha said we have to be transparent. Iris said if our plan is to plan to use existing funds for other plans than we have to show how our current grants are working. Joyce expressed</p>	

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<ul style="list-style-type: none"> • Legislative Updates 	<p>that we need to be made clear that failure to make outcomes that the department didn't do enough to make things happen in a timely way. Veronica also expressed concern over procurement process and that it isn't unique to ODE.</p> <p>Latashia will be doing some grant site visits this Fall. Can update the Grantees about the restructuring.</p> <p>AABS, additional 6 million for underserved and marginalized populations. Native American Students got aid around CTE, implantation of the Senate Plan 13 and the Native American Curriculum. Strategy around Ethnic Studies, advisory committee related to it. Once standards are written next step can happen (2 million funding). Equity, Diversity and Inclusion Initiatives. State Board and Colt gave feedback. Equity is now one of the goals. Outside consultants will be helping, and management team and union have formed an EDI Team. Internally and externally organizing the team. Total package is 13.9 million. Safe and Effective Schools have work being done. They have a group but have no calls for funding currently. Protection of Civil Rights of Students, based around Title 9.</p>	
<ul style="list-style-type: none"> • Membership/Appointment Letters 	<p>POP Policy Package-Get them from Markisha. We have 3 total packages. Equity, Diversity, and Diversity Initiates. Darryl talked about the Equity Work Plan doing things internally and externally with outside consultants. Darryl has been reporting back how it has been working. Iris asked about the package amount. AABS, additional 6 million. Native American Students got aid around CTE, implantation of the Senate Plan 13 and the Native American Curriculum. Strategy around Ethnic Studies, advisory committee related to it. Once standards are written next step can happen (2 million funding). Package 110 Education and Job Re-engagement – 5.9 million and 8 positions.</p> <p>Equity, Diversity and Inclusion Initiatives. State Board and Colt gave feedback. Equity is now one of the goals. Outside consultants will be helping, and management team and union have formed an EDI Team. Internally and externally organizing the team. Total package is 13.9 million. Safe and Effective Schools have work being done. They have a group</p>	

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	<p>but have no calls for funding currently. Protection of Civil Rights of Students, based around Title 9. Title 9 complaints, sexual harassment, disability, increase in Title 6 racism. Lack of support for Civil Rights currently in the ODE, Joyce expressed. It was said that the office has been downsized. Joyce wanted to make contact with Regional leaders to see if they are still there. If the Federal level won't do anything it is up to States and Districts to protect Civil Rights. Markisha brought up the work the Dept. is doing around DACA. OCR was doing proactive TA with funding cut has been in Reactive TA due to lack of resources. Salem-Keizer School District proposed making security officer a law enforcement agency but community spoke up so super-intendent withdrew resolution. Cynthia talked about police agency in schools, ultimately was voted down.</p> <p>Markisha went over the POPs. 1 package was around chronic absenteeism, the other was around well rounded student centered teaching and learning, next is around Nutritional needs for students, high quality of school facilities, improve services for special needs, Education and re-engagement (youth development div.)(8 positions, 5.9 mil) Education and job education opportunities and professional development and best practices for educators.</p> <p>It was expressed how a lot of money goes into early education but rarely does it go into culturally specific organizations serving related communities. Also, Darryl spoke about advisory group meetings. Management team retreat and we will be discussing this during the meeting. Marisha spoke about demographic representation. We have /eastern/southern Oregon.</p> <p>Joyce asked the group if there were any roles missing from this group? She mentioned having students voice such as High School/College. George suggested college students, as their schedules are more flexible rather than high school.</p> <p>Joyce shared her views that these advisory groups are very important, and give a voice that otherwise was not there. We as a group bring a value to ODE.</p>	
Oregon Equity Lens Feedback, Dawnnesha Lasuncet	<p>Dawnnesha is here to do some updates on the Equity Lens and getting stakeholder feedback and use these comments. Our team has been looking at it and providing feedback, also our CAG group has provided feedback. This document is seven years old. We want to honor voices that may be absent and update as this is a living document.</p> <p>Dawnnesha went over her position and what she does. She also explained CAG's function, we support and engage in the</p>	Dawn will come back in October and do a follow up.

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	<p>work of the EDI office. She has been with EDI for 2 years. Our office can't just can't make changes to the Equity Lens document as other agencies use it. With the Equity Plan going it's mentioned that the Equity Lens is a living document. It is 5 years old currently. In the last 2 years how we engage with Diversity, Equity and Inclusion has changed. It is a living document where some modifications need to happen. We need permission to change to update the Lens. It was started by OEIB and that multiple perspectives are involved in the lens. Action steps need to take place first. Getting community and Advisory feedback and it is not a mandatory document. It is a moral imperative. Some of the departments have created their own versions of the Equity Lens but not all of them have. Other agencies are interested in the Lens and how they could adapt it to what they do. How do people engage with the resource allocation, strategic investments and policy development as related to P20 (ELD to HECC, YDD, etc.). Dawnnesha said they are bringing it around to all the Advisory groups so that it can get finish get fleshed out. Dawnnesha stated they will be visiting government to government in December and prior visiting EL, other Advisory groups and the Tribes. They have also been getting feedback from teachers, administrators and students.</p> <p>HECC has started work on the Equity Lens, Ben Cannon has sent us what his agency has worked on. Dawnnesha asked the group to take a look at the Lens, Glossary of Terms, 8 key questions. The goal was to look at the lens itself which is page 1-4 Today and working on the 3 sections (Preamble, Belief statements and the paragraph on page 4 The Case For Equity). Bobby mentioned how the Equity lens is usually applied after the fact. Bobby wanted specifics, everything that moves forward directly relates to the populations affected. Equity should be to address what is wrong. Joyce said Bobby should put the feedback he gave on the form so that Dawnnesha can work with it moving forward. The importance of historical perspective was brought up and how it relates to racial and ethnicity. Document at this time pertains to Racial Equity that had been started by what was started in Portland. Iris asked if it has been utilized correctly, it ended up varying in execution and spaces. Iris asked what will be document when the work is done with the updating of it. Equity and Finance committee gave pushback and that is what lead to the questions and addendum. Dawn responded to her question. Joyce said original intent must not be lost in the rework. Dawnnesha brought up importance of Intersectionality and how it intersects with all the groups that help and how it relates to the Lens and honoring original intent. Joyce said this is our opportunity is to provide our honest feedback. Was asked what will be different, and</p>	

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	<p>Dawn said it would answer the why and purpose of the lens as well as fully teach and operate it on a school and agency level. Dawn asked what should stay in the lens. Please provide your feedback on the form that was provided in our packets, we are focusing on the preamble, case for equity. The goal was expressed that it is to collect feedback and talk about it. Group was given 20 minutes to review documents and made suggestions on the form.</p> <p>Who is the we and our within the Lens? Was asked. Who does it come from and who is it for? If internal the we and our are the staff, if broader the broader Oregon Community it needs to be defined as such.</p> <p>Racial should be added to the title, last paragraph should be added to the Preamble.</p> <p>Change of the Equity Lens to This Equity Lens.</p> <p>Economic responsibility as expressed in the Lens should not be placed on the children for the disparities the State creates. Civil Rights should be focus. Economic should be there but it should be prioritized under Civil Rights and moral argument.</p> <p>Bobby said that the first paragraph and second sentence should read all procedures, policies and interventions and practices need to address inequities in historical marginalized racial and ethnic groups. Consultation with State Advisory Equity groups and to see if what they propose is working. Follow up continuously to see that progress. Joyce wanted accountability put into purpose, but not the preamble. The goal is to get the Equity plan adopted by all other agencies. The preamble should say that it will be adopted with clear processes for accountability. There was a focus on civil rights rather than economic focus, as it shouldn't be the core focus and made first.</p> <p>It was expressed that all of the schools are recognized, Public, Private, etc. as well as teacher training and accountability spelled out.</p> <p>It was expressed that there be clear lines of accountability within the document. Dual credit, EAP, AP and Dual Language as second language skills help with hiring. Keeping continuity of language and culture as immigrants from African nations keeping native language and passing it on. Specify which teacher training programs need to change. A statement about training teachers to be culturally responsible. It should start from early childhood through entire education.</p>	

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	<p>That the document call out the overrepresentation of students of color in special ed and discipline rate and the underrepresentation in AP, dual language and credit, CTE and Talented and gifted programs. As well as maintenance of native languages from refugee populations.</p> <p>In the discussion there was a request to change statement of beliefs to core principles on which education should be based as the group has an ethical and moral responsibility. The need to be specific was stated multiple times, from the groups affected and that the general statements didn't help. That it applies to Oregon and students in Oregon.</p> <p>The other goal discussed was looking at expediting teachers of color getting their licenses. Creating pathways to licensure and partnering with different agencies to leverage the process, and recognition that the process is ongoing.</p> <p>Next the discussion moved to how children have been harmed and what we can do to help and change things. Within this was the discussion of Home visiting and in the Latino community mothers wanting to be more in charge of their child's early education rather than Preschool.</p> <p>The barrier of transportation that exists for some early learners was brought up as another challenge as some parents can only pick up kids at a certain time, as well as housing and other structural changes that might be needed to better help children and them having access to education and learning.</p> <p>The goal of getting students to return people to school and to reengage them was discussed as well as giving credit to the groups that have successfully done this.</p> <p>From there the disproportional rate of expulsion and pushing out of the students was discussed as well as using demerits or incentives to motivate schools so students aren't stuck with excess credits that won't help them graduate. Credit recovery was also discussed as important for greater equity. Culturally sustainable setting should be the school that the student was or is going to. Tied to separate statement of re-engaging students and the disproportionate expulsion and pushing out students of color.</p> <p>It was recognized that there must be an acknowledgment and ownership of broken systems as that is important in the process of going about fixing those systems. An acknowledgement that we will do better.</p> <p>Within the document it was stated the order of the document should be preamble, purpose, case for equity,</p>	

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	<p>base principles / understanding / core beliefs for order of document. Critical thinking was expressed as needed to be added to the document as well as it is the best way of understanding the past and changing world.</p> <p>It was brought up how economic inequality and intersectionality with race and ethnicity should be incorporated into the document as well. Original reason poverty was brought up without it going into other factors, was important that systemic racism was recognized.</p> <p>The next meeting will be in October will be to finish up the rest of the document to get the changes needed.</p> <p>The discussion ended with the goal of having a draft by March. Next steps prior in January and February.</p>	
<p>School/Community and other Advisory Group Updates Community Outreach Plan</p>	<p>Markisha asked the group what are the areas of our African-American Student success plan that could use updating? Tasha led the exercise on it. What are the recommendations we have as they tie to the funding model. Early Childhood, K-3, Middle School, 9-12th, Higher Ed.</p>	
<p>Working Lunch-AA/BS Success Plan updates work session</p>	<p>Dawn led a training session on work place harassment. 91% was the score on the test. Slides need to be more professionally done. Only way to present was to do it through Ilearn so all the guests could receive the same training.</p> <p>Tasha led the separating into small groups covering different age groups for education for work session. Group focus is finding the strengths and weaknesses as they relate to Equity.</p>	
<p>AA/BS Success Plan Updates- Work Session Continued</p>	<p>Every group shared 1 or 2 points. Expanding access via ORO was mentioned as an option was what K-3 said. Elementary said support for educators to expand and PTP to get more educators into the pipeline and that it is limited still. Weakness in accountability programs. State funding was a weakness, not enough access or funding. For the Middle Schools it was expressed they need training for educators and administrators. It was said that organizations can be a bridge to families and communities. Part of the plan involved teaching teachers how to manage classroom. The need for High School feedback to increase number of freshmen was also listed as a goal, the rest was listed on the document. Within Higher Ed it was said there was a need for good advising and inclusion of parents. Also, the recognition that not all solutions can be applied universally, private vs public univ, as well as outside factors and lack of information leading to lack of success. The need to speed up ability for students to catch up and increasing dual credit courses and being clear on statistics on where they come from were</p>	

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	pointed out as needed too. At the end everyone gave their page.	
Wrap up, Next Steps and Public Comment	RMC Research and Grantees will be returning. The group was asked if there were any questions that they wanted to be asked to guide the presentations. Upcoming conferences were talked about and meeting wrapped up.	
Public Testimony	None.	None.
Adjourn		

Next Meeting: October, 2018 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.