

African American/Black Student Success Plan (AABS) HB 2016

Advisory Group Meeting Minutes

November 8, 2019 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education (Room 251A/B)

Meeting Scribe: Cameron Morris

CHAIR

Joyce Harris

PARTICIPANTS

- DL Richardson
- Earlean Wilson-Huey
- Frank Hannah Williams
- Iris Bell
- Dr. Juan-Carlos Chavez
- Kali Ladd
- Kendra Hughes
- Laurie Wimmer
- Mark Jackson
- Dr. Markisha Smith
- Nkenge Harmon Johnson

- Renee Anderson
- Dr. Reginald Nichols
- Dr. Paul Coakley
- Veronica Dujon

NOT PRESENT

- Cynthia Richardson
- Djimet Dogo
- Donell Morgan
- George Russell
- Joe McFerrin
- Lillian Green
- Ron Herndon
- Tim Logan
- Tony Hopson, Sr.
- Dr. Yvette Alex Assensoh
- Zahra Abukar

Item	Discussion
<p>Welcome Chair Harris</p> <p>New Business</p> <ul style="list-style-type: none"> • Charter review and revisions. • Charter Recommendations • RFI Review Working Groups • RFI Recommendations • Announcements and Updates 	<ul style="list-style-type: none"> • Chair Harris took roll call. • Assistant Superintendent Chavez read Land Acknowledgement and provided an overview of his background as related to the Advisory Group. • The June 7 and July 25 minutes were reviewed and approved. Chair requested that names of advisory attendees that made comments, included in the minutes, be added to the final version of the aforementioned minutes.
<p>History of HB 2016 Bill and Context</p>	<ul style="list-style-type: none"> • Only 8% of African-American students are meeting the benchmark in Portland (SBAC and ELA). 19% of African-American children in Portland are currently meeting the goal of reading by 3rd grade. Renee commented that these are the ‘worst’ scores in five years. • Advisory Group Member Kali Ladd stated that there have been mounting experiences from students who are being harassed and/or bullied and are not being protected by the schools. • Assistant-Superintendent Chavez mentioned breaking down the data to extrapolate. • Where did the data come from is what Assistant-Superintendent asked? <ul style="list-style-type: none"> ○ Advisory Member Kali Ladd cited article released at the end of October. The data discussed above is specific to Portland Public Schools. ○ Advisory Member Kali Ladd said the data was also available from the ESDs. ○ Advisory Member Iris Bell mentioned how Brian Reader also is the one who came and gave data updates to the Advisory Group. • Marcy Bradley is the program officer who was advocating for accountability and resources for supporting African-American students.

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	<ul style="list-style-type: none"> ○ Chair Harris brought it back to historical context: Community is who drove the work. ● Speaker Kotek undertook this work early on and successfully developed bi-partisan support by working with Republican Representative Kotek. As such, HB 2016 was established as a bi-partisan Bill, that accounted for P-20 education data of African-American students and look at what we needed to do in regard to bridging the achievement gap. First draft did not make it through judiciary (DOJ said it went against equal protection laws). ● It was a discriminatory suit for failing to support African-American students, which lead to it passing at the judiciary level. ● HB 2016 passed with bipartisan support; resulting in a work group tasked to put together a plan with Higher Education Coordinating Commission (HECC), Early Learning Division, and Youth Development Council together with Dept. of Ed would support the work of the Advisory Group. ● Currently the Early Learning Division needs a representative to replace Lillian Green. Education Specialist Dr. Tashia Harris had reached out to the department but has not heard back. The purpose was to ensure that the unit was aligning to the bill mandates of having ELD representative on the advisory committee. Cheryl Vice provides contact to Early Learning. ● Funding for Student Success comes from the Legislature. ● Advisory Members Iris Bell and Laurie Wimmer attended the superintendent meeting identified funds for poverty mitigating; however, schools apply the funding as they see fit. We need to make sure districts support the AABS Plan. ● Some Advisory Members attended listening sessions; their feedback was that community members felt they were not being heard. ● Advisory Group Member Laurie Wimmer mentioned 197 districts around the state have not acted with full fidelity with community around the state. She also mentioned talking to the Governor's office, Colt Gill and Scott Nine to assure the needs assessment represents something meaningful. Deadline for the needs assessment is December 6, 2019; January and February 2020, Scott Nine will be building their plan. <ul style="list-style-type: none"> ○ The Teachers association is also trying to influence the process of accountability. ○ Advisory Group Member Dr. Paul Coakley spoke on the appearance of the survey and its availability through the thanksgiving holiday break and that Centennial School District will have meetings, this month (November 2019) until winter break. ○ Approximately March 2020 is when meetings will be held with parents and culturally diverse partners and communities (i.e. Russian Church, Latino network). Finally, when the survey is complete, they will continue to be involved in the engagement process. ○ Advisory Group Member Renee Anderson said that they agreed with the conversation and that a common theme from the community was the request for Social workers, especially for the Title 1 Schools, and that black history needs to be taught. ○ An example was given of Nicole and Kelly who put on a community engagement meeting at Harriet Tubman that expressed authenticity. The districts need to let the communities handle outreach. ○ Advisory Group Member Kali Ladd said the takeaways in Portland was to partner up with culturally specific partners.

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	<ul style="list-style-type: none"> ○ Part of the Assistant-Superintendent's role is to take engage the Advisory Group in an intentional way. ● Assistant Superintendent Chavez broke down the finances of the Student Success Act. Student Investment Account (SIA) is where we have the chance to get the \$1 Billion dollars of funding. <ul style="list-style-type: none"> ○ Advisory Group Member Iris Bell said that Early Learning Division (ELD) is getting \$400 million and \$20 million to equity fund within ELD. A survey is being released in relation to Equity Funds. There is also a rules committee on how the funding will be spent. ○ As funds become available, there is a competition for those funds. Advisory Group Member Iris Bell talked about what Advisory Group Member Kali Ladd is doing and what they have ran into with getting funding. IRCO, CAIRO testified and got the \$20 million set aside because children of color have historically been left out of the funding. Advisory Group Member Iris Bell said we are going to work with ELD to make sure that the funds will go to kids in the Portland metro area. ○ Advisory Group Member Dr. Paul Coakley stated 30% Statewide Act, 20% to ELD and 50% is going to SIA. That gives guideline to focus on disparities. ○ \$20 million for culturally specific preschool program is what Advisory Group Member Laurie Wimmer mentioned as other funding related to plan. 30% funds AABS and other Advisory Groups. ○ Chair Harris said the historical context has stayed the same. The data looks worse today and that is why this committee is so important for addressing those disparities and disproportionate effects on our kids. ○ Chair Harris believes that kids should have the ability to read at 1st grade or earlier. We need to able to recognize it sooner if our students are not able to read. Chair Harris said that she did not buy the argument that it is the parents fault. Once they are students in school, it is on the school. ○ Chair Harris said we need teachers with more robust training on how to meet the needs of students. ○ Advisory Group Member Laurie Wimmer said there is no professional development. Schools have been underfunded so classes are over packed and 50% do not make it to the 5th year teaching. ○ Advisory Group Member Renee Anderson said that before we had College Preparatory Mathematics (CPM) we had a complete curriculum. Teachers did not have to write their own homework problems and Xerox their own books. One school wrote their Guaranteed and Viable Curriculum (GVC). The math teachers are working hard to get their lessons together. ○ Advisory Group Member Renee Anderson mentioned that we have in the area a Nigerian Superintendent with staff, but we do not have a person who is connected to the African-American community. ● Assistant-Superintendent Chavez asked if there is a list of people involved with the community with the district list and a point person. Chair Harris said Portland used to have someone but not anymore. ● Advisory Group Member Iris Bell said School Board members at Portland Public Schools questioned why they needed those partnerships versus them doing it themselves by school board members.

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	<ul style="list-style-type: none"> • Advisory Group Member Kendra Hughes said their Black Student Unions looking for support. There have been very public events where students are facing racism (Portland, Wilsonville and Cleveland). <ul style="list-style-type: none"> ○ Civil Rights Education Specialist Winston Cornwall said a lot of it is happening due to political climate and online. Especially in diverse schools and monolithic conservative communities. Issues would arise during school-sponsored activities. ○ Turnover among teachers trained in civil rights is an issue that is also being faced as when their training is done; they may have moved on. • Chair Harris asked how Oregon School Activities Association (OSAA) ties into this due to sporting events and the negative actions of the kids and adults. <ul style="list-style-type: none"> ○ Civil Rights Education Specialist Winston Cornwall said OSAA’s responsibilities have changed after the legislation. They were responsible for events at state tournaments. Besides that, they did not have significant oversight and responsibility. They now have direct responsibility and need to establish and report consequences and complaints starting from September 2019. ○ Civil Rights Education Specialist Winston Cornwall said every student who is part of a school-sponsored activity must sign a code of conduct form. Local district policies serve as enforcement protocols; however, those protocols have disproportionate outcomes. Therefore, ODE requested that they change their policy(ies) to assure equitable consequences; it has not moved to be a statewide policy. This could be done through legislation or administrative rule. ○ Advisory Group Member Kendra Hughes asked if there was a chance to invite Black Student Unions to the Advisory Group. Chair Harris says that we should be able to do that as an Advisory Committee. <p><u>Working Lunch</u></p> <ul style="list-style-type: none"> • Advisory Member Dr. Reginald Nichols mentioned K-12 teacher training at Warner Pacific. 65% students of color at Warner Pacific and partnered with TSPC to train next generation of teachers of color; may be possible model for other programs. Advisory Group Member Dr. Paul Coakley said that they are the only college committed to working the next 4 years on the education pathway. There is interest in enrollment and classified contracts of current employees in K-12 have been figured out to ensure that districts are keeping employees in the district as they are getting their student teaching hours and credentials. Reggie is working with High Schools on Dual Enrollment. EHCC is making it mandatory that all schools matriculated students are credited. <ul style="list-style-type: none"> ○ Advisory Group Member Iris Bell said to look into gap funding and where other possible portions of funding might exist. ○ Chair Harris wants to talk to Advisory Group Member Dr. Reggie Nichols about the Program that OSU had decades ago. Chair Harris remembered taking classes in Portland, working 4 days a week, and being guaranteed a teaching certification that open opportunities to enter teaching at the Tier 2 pay scale. ○ Advisory Group Member Veronica Dujon presented snapshots of the breakdown of Equity in universities and public schools. ○ Advisory Group Member Nkenge Harmon-Johnson mentioned how the suppression happened before in a reporting 2 years ago. Copies were given to Advisory Members. Last one is from May 2019. It was mentioned that the listing the sample size (N) threshold should be identified if data is suppressed.

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	<ul style="list-style-type: none"> • Co-creation is the model from his indigenous background and coming together as a circle and building trust. Assistant Superintendent Chavez said to strike the pipeline language and changing it to pathways. Assistant Superintendent Chavez reached out to OSU voices to be in the group with a background in science. • Assistant Superintendent Chavez asked about how long term limits are on the Advisory Group, and the data of what and who we want to present. He asked if one of the members could be a community voice with him when gathering with communities. Assistant Superintendent Chavez spoke on how budget, and how silos are not acceptable. He is working to de-silo which is why Daniel Findley and Civil Rights Education Specialist Winston Cornwall are present to find opportunities for collaboration within ODE. • Daniel Findley provided an overview of CTE. He described how in the past it was shop class, but now it has grown into something bigger. It is all types of career, it gives students hope and direction, and that it is about the entire community. There is supposed to be an Advisory Committee from business, labor, educators and may include students. <ul style="list-style-type: none"> ○ Critical to have people on the ground given how quickly the job market changes. Highest interest are in IT and advanced manufacturing. CTE helps with core issues of writing, reading and math as the field interest drives student performance. Machining and carpentry are areas often lead to engineering tech students and engineers. CTE and STEM are two sides of the same coin. ○ Higher than statewide average for graduation across the board performance. State average 78% vs 92% for CTE. Tiers 2 and 3 require CTE to be part of package. Tier 1 is on dropout prevention that is sometimes CTE, but could be graduation coaches and other support. ○ Assistant Superintendent Chavez asked about the statewide CTE plan. • It is across organizations and Perkins and work-based learning is a big part that will be focused on as a metric under the new Perkins. It is in public comment right now. Daniel Findley asked how many have commented on the state plan. (Chair Harris and Advisory Group Member Iris Bell were interested). Daniel Findley said he would send them a link with the different plans around the state. It will go to governor's office and after that the federal government. Daniel Findley will forward the online URL to the AABS group so they have an opportunity to comment and to forward it to anyone else with a vested interest so that community input is woven into the plan. • Assistant Superintendent Chavez proposed that the AABS Advisory Group draft a proclamation. • The data showed that African-American and Latino American Males were benefitting from the exposure to CTE and we know that it will make a difference in their lives. • The idea is to use the data that suggests it to push it forward. • We want to identify CTE resources and funds specifically African-Americans and Latino males in the CTE plan based off the ODE and National data. This was based off seeing the data presented two years ago on African-American and Latino data to Oregon Education Investment Board (OEIB). • Assistant Superintendent Chavez asked if Daniel Findley Specialist Dr. Tashia Harris could report out. What can we do to create a pathway for CTE to be uplifted for students? • Mims Rouse was one of the voices from the community that Assistant Superintendent Chavez had spoken to. Mims Rouse was at the meeting as a member of the public. • Chair Harris gave Mims history of the advisory group plan and the intent of the group. • Chair Harris said we do need clarification on the language in the plan as it relating to identity.

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	<ul style="list-style-type: none"> • Advisory Group Member Iris Bell said that the intent is to speak to those two groups and a recommendation was made that African-American male students within the data uplifted in terms of how there is data and literature that supports the conclusion the black males benefit from access to the resources related to CTE holistically. • Assistant Superintendent Chavez asked if the group has a vision and the definitions. The Advisory Group mentioned it being in the glossary. Advisory Group Member Shelaswau Crier said we did reference the definitions. • Advisory Group Member Dr. Markisha Smith mentioned needing to be aware that there will be questions as the process evolves and having something that we are aligned with at our current point. • The definition of African-American and Black will need to be clarified and defined for DOJ. Chair Harris talked about how he has used terms like African Diaspora and it has been sent back. • Advisory Group Member Nkenge Harmon-Johnson asked if we could draft a letter to DOJ to solve DOJ's stalemate in terms of defining equity and identity based words. <ul style="list-style-type: none"> ○ Chair Harris said we would table this discussion for now since we need to get back to CTE. <p><u>Membership</u></p> <ul style="list-style-type: none"> • Advisory Group Member Iris Bell said part of membership is written in the legislation and there being no rotation every year. The advisory puts out a report (in response to Assistant Superintendent Chavez's question about membership). Advisory Group Member Iris Bell said it is not required as the workgroup and the legislation decides who can serve. • Advisory Group Member Renee Anderson mentioned that educators are training the next generation too. Like Advisory Group Member Kali Ladd and Nicole. Chair Harris said we have had young people come to the meetings who were invited. • Chair Harris said ODE gets recommendations of potential people who serve on the committee. Advisory Group Member Nkenge Harmon-Johnson mentioned how younger kids do not have time to volunteer and how Urban League has brought voices to the table. Advisory Group Member DL Richardson mentioned there is a younger person in Ashland who would love to be a part of the Advisory Group. • Chair Harris mentioned how when Advisory Group Member Kendra Hughes was an Ed. Spec. she did a road trip around the state. ODE should have active outreach and community. • Chair Harris asked what we could do to outreach. How can we reach young people? For next agenda item. • Assistant Superintendent Chavez asked if anyone would like to join him in his outreach efforts. Chair Harris was in agreement with Assistant Superintendent Chavez statement. <p><u>Data Update</u></p> <ul style="list-style-type: none"> • Education Specialist Dr. Tashia Harris said that for incarcerated youth data, we can find out who are taking courses but we cannot find total number of youth who have been incarcerated. If it is for a short amount of time. The data folks have a contact at OYA to see what data we can get. He is hoping to get the data and release the data report by December 1, 2019. We just need someone to get us the data and clean it up so we can put in the report. • Education Specialist Dr. Tashia Harris said we are dividing data into the pre-determined five regions stated explicitly in the plan. • For CTE we can tell who is a participant and who is a concentrator. Education Specialist Dr. Tashia Harris asked if anyone had literature on it.

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	<ul style="list-style-type: none"> • Advisory Group Member Renee Anderson asked about the School District data and that it says multi-racial. Chair Harris mentioned that there are secondary levels of data and that is where we can see, within the multi-racial data, the identities of students are. • Advisory Group Member Renee Anderson asked if we might be able to get the clear data from districts to help us get uniform data. Dr. Tashia Harris said ODE does not have that power. • Advisory Group Member Renee Anderson asked Advisory Group Member Veronica Dujon how HECC gets the data. Veronica said admissions with self-identification and stated that said she would get them the data snapshots of college demographics • Advisory Group Member Nkenge Harmon-Johnson recommended ODE to request information in relation to instigation and fighting words (record of incidents) starting with newest incidents. Incidents regarding pejorative terms and student response was cited as a factor that needs to be explored and attended to by ODE. Stagnancy in response from ODE to address these issues were cited as great concern for how ODE is protecting Black students from verbal racist remarks that impact student and family sense of safety. • Chair Harris recommended that we invite Civil Rights Education Specialist Winston Cornwall and go over the disproportionate discipline information. • Advisory Group Member DL Richardson heard from two different districts with 100 people training on micro-aggressions. Chair Harris brought up the articles “10 Tenants of White Supremacy,” “The Refusal” “Weaponizing" White Women’s Tears” as potential resources. • Advisory Group Member Nkenge Harmon-Johnson asked if ODE could make a statement against the racism going on in the schools. • Dr. Tashia Harris asked if there were any more data pieces needed to be put into the report. Black students by count is what Advisory Group Member Nkenge Harmon-Johnson was interested in. • Dr. Harris said in February of next year he will no longer be with ODE and • Clarified in regards to this meeting not being audio recorded until we received written permission from the advisory group members. • Chair Harris adjourned the meeting. <p><u>Action Items</u></p> <ul style="list-style-type: none"> • Early Learning Division representative needed on Advisory Group. Dr. Harris has reached out and we need to hear back. Cheryl Vice is potential contact for the department. • Invite Black Student Unions to future Advisory Groups. • Make sure Daniel Findley sends out link of different CTE plans around the State. • Daniel Findley and Dr. Tashia Harris report out to Dr. Juan-Carlos Chavez on CTE plan on uplifting students. • Iris Bell made a recommendation based on the data that showed CTE benefits African-American Male students holistically. • Advisory Group potentially drafting a letter to DOJ on the definitions in relation to equity and identity. • See if DL Richardson contacted younger potential member of AG in Ashland. • AABS Outreach on next Agenda; how to reach younger people. • Data Team Report released by December 1, 2019 with the data representing the five regions within the plan. • Veronica Dujon send the Advisory Group demographic data snapshots of colleges and universities.

Item	Discussion
	<ul style="list-style-type: none"><li data-bbox="446 153 1534 220">• Advisory group request information in relation to fighting words and instigation; starting with newest incidents.<li data-bbox="446 231 1485 298">• Winston Cornwall will be invited to present on disproportionate discipline at a future meeting.

Next Meeting: December 6, 2019