

African American Black Student Success Plan
Advisory Group Meeting Minutes
 April 3, 2020 | 9:45 a.m. – 12:00 p.m. |
Meeting held virtually via Zoom Communications

Meeting Scribe: Ana Salas

PARTICIPANTS

- Joyce Harris, Chair
- Renee Anderson
- Yvette Alex Assensoh
- Iris DeGruy Bell
- Veronica Dujon for Ben Cannon
- Shelaswau Crier
- Dr. Paul Coakley
- Djimet Dogo
- Kendra Hughes
- Anthony Deloney for Tony Hopson Sr. (Both on phone)

- Mark Jackson
- Nkenge Harmon Johnson
- Kali Ladd
- Tim Logan
- Joe McFerrin II
- Dr. Reginald Nichols
- Donell Morgan
- DL Richardson
- Markisha Smith
- Frank Hanna Williams
- Earlean Wilson-Huey
- Laurie Wimmer

- Cynthia Richardson

GUESTS

- Colt Gill
- Scott Nine

Item	Discussion
<p>9:45 Log-in Members 10:00 Welcome <i>Chair Joyce Harris</i></p> <p>10:10 Update Corona Virus, Governors Executive Orders, and Schools- <i>Colt Gill</i></p>	<p>Chair Joyce Harris began the meeting with taking attendance.</p> <p>Colt began the meeting sharing updates on COVID-19 in Oregon (PowerPoint COVID-19 Update April 3, 2020 African American/Black Student Success Plan). He has been meeting with educators weekly in regards to COVID-19 and its changes. All states in the united states have school closure recommendations or actions by governors. School closures 25 states closed until April, 10 closed until May, 12 have close for the complete academic year, and 3 are closed until further notice. As of yesterday, there has been 19 total deaths in Oregon. This is affecting student’s educators and families. Colt addresses the COVID-19 website that you can go to for updates and additional information on COVID-19. The website will also present guidance for distance learning and where meals services are across the state.</p> <p><u>Distance Learning Guidelines</u></p> <ul style="list-style-type: none"> • What is distancing learning • Guidelines for distance learning <ul style="list-style-type: none"> ○ Social, emotional, and mental health ○ Partnering with parents, families, and caregivers and etc.
<p>10:30 Member Updates: How is Coronavirus impacting your organization/services? <i>Other announcements – Members</i></p>	<p>Iris pointed out her concern on who will be monitoring the children’s learning and that there is equitable learning during this time. Colt mentioned that school districts are being asked to track and to make extra effort to reach those that may not be as accessible. Colt also highlighted these concerns will also be a challenge as there will be a lot of transition for school districts they are not accustom to. There has also been a technology survey for school districts to see what they are provide to students and families. The goals is to have the</p>

Item	Discussion
	<p>ability to close those technology gaps. He also spoke on what they have been doing in order to provide guidance to the graduating class of 2020 and addressed concerns. Colt shares a timeline for school districts.</p> <p>Nkenge wanted to confer on what is being done for the elementary and younger kids. Colt mentioned that there are recommendations for each group and the one of the key changes is the amount of time the kids spend one on one time with the teacher virtually. He also spoke about parents taking part in the behavior aspect and screen time for kids.</p> <p>Colt and Chair Joyce shared concerns around parents having to work from home and not being knowledgeable in technology.</p> <p>Colt also mentioned a shortage for food in schools. He let everyone know that the department of Educations has reached out to the office of Emergency Management to help resolve the supply issues.</p> <p>Mark asked how the school district shows up at a household making sure, these things are happening. Colt said that there has to be an established connection with the students and teachers and prioritizing learning. The learning needs to be assessed and evaluated. This also may present an equity concern because they may not be able to connect with their school and earn their credits needed. There has been buses being used to deliver meals to students and families. Schools have also established different sites to provide meals for kids.</p> <p>Kali Lad mentioned the relationships with children become very important. Technology playing a part in keeping teachers and students connected. It becomes difficult when teacher have not previously established a relationship with families. Colt mentioned that there some schools that have stronger family connection then others. There has been also technology slowdowns across the state.</p> <p>Kendra spoke on giving licenses to grantees to establish relationships with the school districts and using this time to do just that.</p>
<p>11:05 Discussion: Under coronavirus directives, how can we organize to support all children – Members</p>	<p><u>Graduation work</u></p> <p>Reynolds school district senior wrote a letter sharing their concern around graduation and the ability to receiving there diploma.</p> <p>Some schools will not withhold any academic credit. Oregon in one of the most rigorous when it comes to graduation standards. In Oregon the minimum credit requirement are 24 credits. Colt shares the changes that are being considered are reducing the minimum credit requirements to 19. Also, recognize that we have not forgotten the last 7 months of schooling. 12 state require 24 credits and 7 states the require 20 and California is at 13 credits. Mid way through junior year, most students have enough credits to graduate.</p> <p>Nkenge asked Colt what kind of help he would need to help communicate with parents. Colt mentioned sending letter and phone calls to connect with families so they can share where the students are at on their pathway to graduation.</p> <p>Mark Jackson asked if there been conversation with HECC and Higher ED. to see how the loss of credits will be determined. Veronica from HECC shared that student should have already received their acceptance letters and should not have an issues as long as the still receive</p>

Item	Discussion
	<p>their diplomas. Schools understand the interruptions and honoring the letters. Key here to work together.</p> <p>Shelaswau asked Colt what is the outreaching being done around refugees and connecting with them. Colt mentioned no efforts being done for refugees at this time around graduation. Colt mentioned that they are relying on school districts and there partnership with the following communities.</p> <p>Djimet Dogo spoke about refugee families struggling to find tutoring, internet, and computers. Many refugee families live in rural areas and do not have access to these resources. How are we going to insure that they have these resources? Colt mentioned that they are doing school bus routine and in some rural areas internet is just not available. Colt mentioned contacting school district in regards to language support in Ontario.</p> <p>Kali Ladd asked Colt how are ESD's being utilized during this period of time and what kind of technical assistance are they offering? Colt ESD's are providing technology, online courses and technical support. Scott Nine has direct contact with the districts to make sure they help and guide understanding. Kali also asked if EDS's have the ability to support districts with students with disabilities. Colt mentioned that there is special Ed. staff the will operate under the model and provide services. Colt mentioned that they are brainstorming with school districts to be able to provide one on one services.</p> <p>Shelaswau what is the timelines on the communications toolkit for school districts on the graduation. When is it going to be delivered? When is it expected to reach all student? Has there been a timeline to check and see if it has reached all students? Colt mentioned that the plan does have a timeline built into it and that it measures to see if seniors are on track for graduation. The toolkit has not yet been sent out to school districts. First, the state needs to decide if this is the model that they are going to use. This will be a process being done with the state board next week.</p> <p>DL Richardson asked Colt what we are doing with kids that have disciplinary issues. We would treat them, as students that need focus and assist them with earning there needed credits before the end of the year. Under expulsion, districts are required by law to allow access to education and districts ensure they are moving forwards academically.</p> <p>Chair Joyce asked Colt what will be the impact of this new environment that we are in have on funding that has already been allocated. School are still receiving their full state school funds so that they can provide distance-learning services. This also applies to all grant programs and some related with grantees. Sara Green can provide an update and on how we are trying to address these issues. Colt mentioned the Oregon would be entering a recession based on unemployment rates and economic analysis CAT funding the Student Success Act. Colt shared a previous discussion that if there are huge cuts for the general funds and schools that SSA funds would be used to back fill that state school funds. Those are just some of the decisions that need attention.</p> <p>Iris asked how do we move forward with making sure SSA funds are being used for the most vulnerable populations. How do we engage these groups? Chair Joyce shared an observation of the Business Economic Recovery Group it only had one person of color a Latina women and no one representing education. Knowing that the economic impacts communities of color and for them not to have African American representation is concerning. Tony spoke about pushing hard to maintain the few dollars that we are getting through this. We should also be pushing back against districts who have a mandate to provide these dollars and resources to kids. The purpose is to hold districts accountable and make sure they are spending money correctly. Colt mentioned that there is a policy side meaning statue would</p>

Item	Discussion
	<p>need change and it would then have to be funded. Scott Nine wanted to address what is happening with districts pre COVID-19. 5 districts are going to have a deficit and are going to have to decline enrollment. David Douglas being one of those districts. One of their questions being how you implement the student investment account (SIA) when you are budgeting a deficit. The guidance was that you apply the same set of tools in a budget cut environment. You would have to imagine what you would cut and what you would add back using an equity lens and strategies within the SIA. Some of these messaging may sound like simple back fill. However, it has made it clear that a simple trade out is not actually okay or allowable. Scott mentioned that it is important to know that School superintendents and business managers they should put a pause on all of their directions. What school superintendents have heard is a message that they can anticipate a change with the state school funds (general operations for all districts), CAT revenues will come short, and there may be some legislative action, no one knows how that is going to play out in using existing state reserves, and what they governor would put in her budget. Encouraged superintendents to slow down the budget process and stop the huge wave of the hiring process. Scotts hope is that districts by districts will use that community engagement process and equity lens instead of budget editions.</p> <p>Tony Hopson the challenge that we need to be thinking is the community engagement process and that many people of color have not been a part of these community engagement processes. If this is supposed to support the 20% percent of kids that are at the bottom, student of color, students navigating poverty and homelessness, students with disabilities, emergent bilingual students there opinion is the one that should matter. White parents whose students do not meet these requirements should not even have an opinion because that is not who the money is meant for. Mark Jackson and Joe McFerrin support this statement. Joe would add from a logistical stand point timelines. Any sort of decisions that is going to impact existing resources we need to know immediately because organizations have to respond. Joe recommendation is that someone from this committee be involved in those conversations with superintendents and believes we need representation. Colt from the department there are no decisions because we take direction from the legislature and nothing has changed yet. Therefore, we need to pay attention and watch for what is on their agenda.</p> <p>Colt mentioned that one of the biggest challenges is how to come into session either electronically or in a safe way and maintain social distancing and there may be many details around what their agenda may be.</p> <p>Kali mentioned that there might be some time for this committee to drive home a point around the intent of this legislation and how important it is for all funding to be looked at through an equity lens. The reason being because of the groups of children that will be mostly disproportionately impacted by this COVID-19 crisis will be students of color, and students in poverty. There needs to be clear communication so when the legislative session do happen there has already been discourse about how the community feels about it. Chair Joyce Harris agreed with Kali's statement. She also feels that we need to make sure that our communities are engaged, and know what roll they need to play in terms of advocacy.</p> <p>Colt also mentioned putting forward a meeting to connect the advisory group with the members of the AI/AN Advisory, Latino/a/x Group, Emergent Bilingual Group and LGBTQ Plus. Chair Joyce let Colt know that the advisory group would let him know if anything is needed in terms of their concerns. Mark Jackson shared that on April 15, 2020 the proposal are due from school districts to ODE. They have already put together what it is proposed to do. There is a lot of work to be done around districts using the funds in an appropriate way.</p>

Item	Discussion
<p>11:40 Grantee Manager Update: How grantees and ODE are adjusting under coronavirus directives – Sara Green</p>	<p>Sara Green has been speaking to grantees and they have been the glue, care and connection that we have been trying to establish with school districts. The money issue is the biggest issue. As long as the activities we are engaged in with, grantees follow their budget narrative. Sara will be working with the group and individual grantees to ensure that if we need to write amendments we are going to be doing this for the next set of funding effective July 1, 2020. This process is still being worked on and making sure that the funding stream is still available. Sara mentioned that she has not seen for any reason that the work that folks are doing does not fit into their previously planned pre COVID-19 arrangements and grant agreements. The other piece has to do with the grantees and new proposals. There are nine new applicants. There will be well-represented group from that will be evaluating all of the applicants. Sara will also make sure update folks in regards to timelines, processes, and activities grantees will be engaged in. Iris asked Sara if the RFA process was going to be put on hold or not. Also recognizing that these funds may be put in jeopardy. Sara said yes we are moving forward with both processes. Sara also mentioned that the nine current grantees also have funds that are in that same pot. The 2020-2021 funds. Chair Joyce asked Sara who would be in the Evaluation committee. Sara answered with HECC, Early Learning Division, EDI, Sara Green and two others from ODE.</p> <p>Colt said that the entire funds for the African American/Black Student Success now comes through the fund for SSA. We are one of the statewide initiatives. 9+ million for this biennium is from the SSA and the other 12+ million for next biennium is also through SSA. They put all of them together because it is a guarantee these funds will stay stable.</p>
<p>11:55 Hiring Update – Colt Gill</p>	<p>Colt shared that both Dr. Harris and Dr. Chavez have resigned moved on and taken other positions. Offer was made for the Dr. Harris old position but was declined. As soon as we move from this COVID-19 crisis, we will be able to move forward with these positions. Colt Gill and Carmen Xiomara Urbina and Cindy Hunt are working currently acting on these rolls.</p> <p>Nkenge wants to highlight the importance of filling these positions. We need someone that will be advocating for this work.</p>
<p>Next Steps- Action Items</p>	<ul style="list-style-type: none"> • Colt mentioned contacting school district in regards to language support in Ontario. • Sara will also make sure update folks in regards to timelines, processes, and activities grantees will be engaged in
<p>12:00pm Adjourn</p>	<p>Chair Joyce Harris adjourns the meeting.</p>

Next Meeting: