

**African American Black Student Success Plan
Advisory Group Meeting Minutes
February 7, 2020| 9:00 a.m. – 2:00 p.m. | Oregon Department of Education**

Meeting Scribe: Ana Salas

PARTICIPANTS

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|---|--|--|
| <input checked="" type="checkbox"/> Joyce Harris, Chair | <input type="checkbox"/> Anthony Deloney for Tony Hopson Sr. | <input checked="" type="checkbox"/> Frank Hanna Williams |
| <input checked="" type="checkbox"/> Renee Anderson | <input checked="" type="checkbox"/> Mark Jackson | <input checked="" type="checkbox"/> Earlean Wilson-Huey |
| <input checked="" type="checkbox"/> Yvette Alex Assensoh | <input checked="" type="checkbox"/> Nkenge Harmon Johnson | <input type="checkbox"/> Laurie Wimmer |
| <input type="checkbox"/> Iris DeGruy Bell, Phone | <input type="checkbox"/> Kali Ladd | |
| <input checked="" type="checkbox"/> Veronica Dujon for Ben Cannon | <input type="checkbox"/> Tim Logan | |
| <input checked="" type="checkbox"/> Shelaswau Crier | <input checked="" type="checkbox"/> Joe McFerrin II | |
| <input type="checkbox"/> Dr. Paul Coakley | <input type="checkbox"/> Dr. Reginald Nichols | |
| <input checked="" type="checkbox"/> Djimet Dogo, Phone | <input checked="" type="checkbox"/> Donell Morgan, Phone | |
| <input type="checkbox"/> Kendra Hughes | <input checked="" type="checkbox"/> DL Richardson, Phone | |
| | <input checked="" type="checkbox"/> Markisha Smith | |

Item	Discussion
<p>Welcome <i>Chair Harris</i></p> <p>ODE Updates Assistant Superintendent, <i>Dr. Juan-Carlos Chavez</i></p>	<p>Chair Harris took attendance.</p> <p>Dr. Juan-Carlos Chavez shared Land Acknowledgement. He also briefly wanted to share some updates:</p> <ul style="list-style-type: none"> • We are still recruiting a director for the Office of Equity, Diversity, and Inclusion (EDI) • The Student Success Account (SSA) and Student Investment Account (SIA). Scott Nine will be touching base on these two accounts • Dr. Chavez is becoming familiar with the demographics of the I5 corridor from Portland • The safe and inclusive schools group added to EDI. <p>Nkenge Johnson went on to highlight and acknowledge the efforts being made to hire a qualified director and do another search. She also wanted to point to the bravery that it takes to say no and the pressure behind it. Going on to say “a body is better than nobody” which should not be the case here. Chair Harris also pointed out the importance of hiring the correct person.</p> <p>Dr. Chavez mentioned that a Federal Grant was released for Safe and Inclusive schools now being part of EDI. Nkenge has been working with some of the safety issues and harassment. This is something that Jeremy Wells from safe and Inclusive school may be able to speak on.</p> <p>Shelaswau Crier asked for calcification on what the director would be doing. The Director of EDI would be internal facing and would be working to bring the pieces together working with staff and bringing the work together. Dr. Chavez would inform policy, and be external facing.</p>

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<p>AABS Advisory Group Charter <i>Advisory Group Member</i></p>	<p>Advisory Committee Draft Charter 2019. Has some minor changes like adding Dr. Chavez to it. There is also some language on membership shall not include current grantees and voting abilities. Iris also brought up conflict of interest that also includes some of that same language.</p> <p>Chair Joyce spoke about the advisory group being advisors to the Oregon Department of Education. She also spoke about making sure she is kept in the loop with co creating the agenda for the AABS Advisory.</p> <p>Chair Joyce also wanted to discuss the lack of communication and the ability to regain it.</p> <p>Joe spoke on the latest data that is listed in the Charter. Joe would like updated data on where we are now from where we were before. Jon Wein will be one to contact for data and what the data says.</p> <p>Iris mentioned that we are supposed to be responding to the legislature. Providing them with updates and keeping them informed about what is going on within the AABS Advisory. Joyce mentioned that the last time that the Advisory updated the legislature was in December of 2018. December of 2020 will be the next update to the legislature.</p> <p>Joe mentioned requesting more support from ODE. Chair Joyce highlighted that the people in our community are concerned about the lack of African Americans in this department. People are not feeling supported and not having people at ODE to do the work.</p> <p>Shelaswau is it appropriate to be included in the Charter how ODE is expected to support the advisory committee and its work. Also additional clarity on how the work is being carried out so when new people come in they know what is expected of them. Earlean would also like additional in depth details on where exactly the Student Success Act (SSA) funding is being designated. Iris mentioned that there is administrative rule and a committee on how the funds are being distributed. This is being worked around in a “culturally specific” manner to ensure these funds are being allocated to communities of color. Iris also mentioned using some of this language. She also mentioned modifying the language around participation and involvement. Dr. Chavez mentioned that it is a working document and we will be working on it until we have a final product.</p> <p>Joe recommended that we include in the Charter data timely fashion for African American students throughout the state, and language about the SSA.</p> <p>Joyce also expressed concern that we have not been able to add a student to the advisory.</p> <p>Dr. Chavez has the advisory group work on the following:</p> <p>Group activity: Three guiding questions</p> <ul style="list-style-type: none"> • Strength of the updated Charter • What is missing • What are the opportunity for improvement and clarity (what is needed to ensure continued success of the committee) <p>Shelaswau recommended section by section to provide direct editing. Iris also agreed with this recommendation.</p>

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	<p>Veronica Dujon recommended adding ODE responsibilities to the Charter.</p> <p>Ana sent a word document of the draft Charter to the Advisory. The advisory at this time went over the draft Charter and questions. The advisory group then highlighted what were strengths and what needed revision.</p> <ul style="list-style-type: none"> • Shelaswau mentioned articulating the section that mentions that the advisory group is expected to “advise”. She also spoke on ODE’s responsibility to develop • Joe and Iris mentioned addressing the “purpose” of the work and advisory group <p>Dr. Chavez spoke on defining the legislative language and what the intentions of the certain terms like “purpose”. Once investigated Dr. Chavez would then come back to the group and share the findings.</p> <p><u>Purpose Statement</u></p> <p>Iris “We were created by the legislature to address the emergency with respect to the academic and educational achievement of the African American/Black students in the state of Oregon”.</p> <p>Joe mentioned adding resource allocation to the purpose statement. Iris being specific and stating that part of the purpose is reviewing, ensuring and recommending. Also adding consistent ongoing funding and additional funding terms. Example how funding can be used to support the advisory groups plan.</p> <p>Shelaswau “Development update, devise on development update and implementation including consistent, sufficient and ongoing funding of the African American/Black Success Plan each biennium”.</p> <p>Shelaswau will be sending three drafts of the language developed during the advisory group.</p>
Break	
<p>Working Lunch Q&A <i>Scott Nine Assistant Superintendent Student Investment Account & HB 2016 Teaching/Coaching</i></p>	<p>Joe mentioned that funds are not being distributed for this year. Contracts for this fiscal year have not been fully executed and some that have recently just received them. No, contacts no resources no dollars.</p> <p>Joyce introduced Scott Nine Assistant Superintendent to the office Education, Innovation and Improvement (EII). Responsibilities include Student Investment Account (SIA), Student Success Act (SSA), High school success work, and Absenteeism.</p> <ul style="list-style-type: none"> • Scott assisted with teaching the implementation of the SIA and elevated the Black Student Success plan and the American Indian Alaskan/Native Plan to superintendents • SIA required districts to do focal community engagement with students and families of color and students experiencing homelessness, etc. They continue to offer resources to support districts • A rules advisory process for the SIA has been established and has 60 people developing the rules. Release guidance was rolled out December 19 that is about the

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	<p>full implementation. This is important because the law requires the review of disaggregated data. "Gap closing targets"</p> <p>Some of the things that are called out in the plan are:</p> <ul style="list-style-type: none"> • Focus on summer school resources. An extension of summer school programs • Introduction of a new equity fund for early learning in progress • Section 48 a plan for a more diverse workforce in teaching and learning. 15 million dollar investment. Lead by Shadiin Garcia Educator Investment Council (EAC) <p>Scott mentioned that some of the Contracts and RFP's would be coming from EAC. The SSA does have an investment in nutrition from 150% to 300% of poverty for food. You can reach out to Tamara Dykeman for additional information on nutrition. Scott then went over requirements for SIA like an equity lens, disaggregated data, and family and community engagement specific to students of color. You can also sign up on a quality assurance panel to have the ability to review ODE's work. Something that did not make the bill was also a metric to measure math instruction. Scott mentioned that the districts could use their funds for STEM.</p> <p>Mark how much more of the 30% will be invested in the new money to African American Students. Scott mentioned that it would be approximately 2 or 3 million more.</p> <p>Iris's only concern is accountability with the school districts if they do not align these funds with the areas that have been called out.</p>
<p>Safe and Inclusive School Environment <i>Nkenge Harmon Johnson and ODE-EDI Education Specialist Jeremy Wells</i></p>	<p>Nkenge attended the conference in Portland where there were incidents that were racist and negative. Nkenge then goes on to sharing some of the examples that had a negative impact during this conference. Nkenge highlights her having to bring up that there has to be something done about this. Nkenge will be sharing this with Colt to bring attention to these situations.</p> <p>Nkenge also shares on bullying, harassment, and attacks. It is happening all over the state. What raised the sudden need is because within a 30 day period. Three cases were reported and one of them was in regards to inappropriate touching and harassment. No one is protecting and defending these kids in the schools.</p> <p>Nkenges work at the Urban League has to directly engage with families and the school districts. She wanted to know some of the resources that ODE can provide to help families that are calling out of desperation and need. Nkenge wants to make sure that these resources are reaching out to parents and families. She asked Colt Gill to write a correspondence and then share it with everyone. Colt shared rules and regulations directly with school districts to bring attention to the matter. Nkenge is also urging everyone in the advisory group to share it.</p> <p>Chair Joyce Harris spoke on some of the things that were missing from the safe and Effective schools committee were bullying, harassment, and race based on race. Mark mentioned working with Nkenge and providing additional information to push this initiative. Chair Joyce Harris mentioned also working with Winston Cornwall in Civil Rights to do this work.</p> <p>Nkenge also wanted to call out another piece of her work calling law enforcement in schools. Nkenge would like to see how this is done differently. Nkenge has also been working with</p>

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	<p>the Bureau of Labor Industries (BOLI). Education is specifically carved out BOLI. The BOLI process assist with damages but a child is not able to go through this process.</p>
<p>HECC Update <i>Director of Academic Planning and Policy, Veronica Dujon</i></p>	<p>Veronica Dujon introduced herself as Director of Academic Planning and policy. Veronica shared being there on behalf of Ben Cannon. Veronica also mentioned her being a permanent advisory member and her representing HECC. She shared how her work with HECC aligns with the work that the advisory group is doing. Veronica is also being an attendee at the EAC.</p> <p>An issue brief has been sent out in December by the HECC. She also shared a more specific report snapshot and an interactive site on the HECC on how high school students accessing and how well they do and perform.</p> <p>Iris wanted to bring up the lack of representation from these other two bodies ELC and YDD in the advisory group. Dr. Chavez let the advisory group know that they have informed Colt about the groups that are missing at the table.</p> <p>Chair Joyce Harris wanted to make sure leadership knows that Dr. Chavez has been advised by the advisory group to share this with leadership.</p>
<p>Community Announcement and Update <i>Advisory Committee</i></p>	<p>Jon Wein presented some data on the African American population in this state. This data was not to be shared outside of the advisory group. For standard ODE reports, we have about 13,000 African American in our school system right now. 30,000 students that the parents marked black with Y or combination with another race. 17,000 black, race, or Y. most of them are white and with another race or black and reported as Hispanic. This has been within the last 10 years or so. This has been within the federal guidelines.</p> <p>Nkenge spoke on when presenting data that only 13,000 are only being mentioned instead of the 30,000.</p> <p>Jon shared that in 2013, the dropout rates for male and female students have gone down over the last six years, but there is still disproportionality. Discipline rates for middle school 25% of black kids are suspended each year. In 9th grade, they also are at 25%. Modified diplomas came into play that is why you see a jump. Graduation rate broke 70% for class of 2019.</p>
<p>Actions</p>	<ul style="list-style-type: none"> • Reach out to Jeremy from Safe and Inclusive Schools to speak on bullying, harassment, prevention and post venation • Joe would like updated data on where we are now from where we were before • Dr. Chavez spoke on defining the legislative language and what the intentions of the certain terms like “purpose”. Once investigated Dr. Chavez would then come back to the group and share the findings. • Shelaswau will be sending out three drafts of the language developed during the advisory group • AABS website needs to be updated • Scott would then follow up with AABS advisory and send links with additional information on SSA

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	<ul style="list-style-type: none"><li data-bbox="467 153 1552 226">• Update on the two bodies of work missing from the table ELC and YDD for the next meeting
Adjourn	

Next Meeting: April 3, 2020