

**African American Black Student Success Plan  
Advisory Group Meeting Minutes  
June 25, 2021 | 9:00 a.m. – 12:30 p.m. | Oregon Department of Education  
Zoom Communications**

**Meeting Scribe:** Erin Rothweiler

**PARTICIPANTS**

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

Item	Discussion
<p><b>Welcome – 9:00 a.m.</b> <i>Chair Harris</i></p> <ul style="list-style-type: none"> <li>• Opening Statements</li> <li>• Roll Call</li> </ul>	<p>Deputy Director Carmen Xiomara Urbina began today’s meeting. She welcomed everyone and briefly reflected on everything that has happened in the past year and all that the group has been holding space for.</p> <p>Shelaswau Crier took roll call for Chair Harris.</p> <p><b>June Meeting Agenda:</b> <a href="https://drive.google.com/file/d/1agUR78KWxln23hWDJ7oGoU74cDZ08lZ3/view?usp=sharing">https://drive.google.com/file/d/1agUR78KWxln23hWDJ7oGoU74cDZ08lZ3/view?usp=sharing</a></p> <p><b>June Meeting Slidedeck:</b> <a href="https://docs.google.com/presentation/d/1us3SLbQBhU1rXiHOgU4zxr8U9954PeFXzEZhqLmFTMI/edit?usp=sharing">https://docs.google.com/presentation/d/1us3SLbQBhU1rXiHOgU4zxr8U9954PeFXzEZhqLmFTMI/edit?usp=sharing</a></p>
<p><b>OEDI Director Welcome - 9:05 a.m.</b> <i>Deborah Lange, OEDI Director</i></p>	<p><i>Director Deb Lange was unable to attend today’s meeting. Deputy Director Carmen Xiomara Urbina gave a brief welcome statement.</i></p>
<p><b>Approval of May 7, 2021 Minutes – 9:10 a.m.</b> <i>Chair Joyce Harris</i></p>	<p>The May 7, 2021 meeting minutes were unanimously approved by the Advisory Group with no changes.</p> <p><b>May 7, 2021 Meeting Minutes:</b> <a href="https://drive.google.com/file/d/1vJaGd_k-kRBCTOaXh4VG46M96B7aLwdW/view?usp=sharing">https://drive.google.com/file/d/1vJaGd_k-kRBCTOaXh4VG46M96B7aLwdW/view?usp=sharing</a></p>

**NPC Research Evaluation**  
**Presentation-** 9:15 a.m.  
*Tanisha Woodson, PhD,*  
*Chad Rodi, PhD, NPC*  
*Research*

Tanisha Woodson shared the 2020-2021 Evaluation that was conducted by NPC.

The evaluation team used a culturally responsive approach that engaged communities, grantees, funders, and priority populations. This ensured that the evaluation was seen and felt as a partnership and relationship. An evaluation subcommittee was also established with members of this advisory to ensure open communication.

Grantees and communities engaged in listening sessions with the evaluation team to ensure alignment and participant voice. These sessions heavily influenced the evolution of the evaluation plan as communities navigated the challenges of the COVID-19 pandemic.

The three aims of the evaluation are as follows:

1. What role do school district personnel play in supporting and sustaining the implementation of HB2016 program activities?
2. How does the implementation of the AABSS plan relate to changes in the indicators of student success?
3. How are grantees monitoring and reporting data regarding participating students?

The three main pivots in the evaluation due to COVID-19 are as follows:

1. Interviews with grantees, schools, etc. instead of site visits.
2. Masked data to address privacy concerns
3. Focus on listening to grantees and putting data infrastructure in place

Tanisha Woodson shared the following findings that came as a result of the evaluation of the main three aims.

- Successful partnerships between grantees and schools/districts based in awareness, clear expectations, access, communication/collaboration, clear goals and accountability standards, and sustainable systemic change
- Affinity groups have been a lifeline
- New technologies are helpful in connecting with families
- Black educators in the state are consistently 1.3-1.4% of the educators
- There has been a significant increase in enrollment of Black/African American students since 2014
- Attendance rates are increasing
- Students experiencing disciplinary actions are decreasing

Tanisha Woodson shared the following challenges that came as a result of the evaluation of the main three aims.

- Inconsistent messaging or “branding” of the AABSS Plan
- Stakeholders outside of PDX metro area need to see themselves represented in the work
- Lack of clarity around what is expected of each role within the plan
- Communication between grantees and schools/districts regarding safety when it comes to data collection
- Missed opportunities to share learning
- Employee turnover at state level
- Re-applying each year for funding
- The dataset was missing information about career/technical education, on track for graduation, recent arriver, foreign exchange students, english language learner indicators

The advisory group entered a breakout room to enter into a deeper conversation with the NPC evaluators and to ask questions:

	<p>Q: What are the causes behind the decrease in students experiencing disciplinary actions? Does it have more to do with various legislative actions?  A: More investigation is needed from a qualitative perspective. Hearing that grantees are doing a lot of work with schools when students are disciplined. They are stepping in to discuss and rethink the way discipline takes place in schools.</p> <p>Q: Do we have data around how frequently grantees are stepping in? This is the kind of data that needs to be captured.  A: Some grantees are setting aside time during the school day in order to change the narrative and educate school administrations in order to assist in lowering the disciplinary actions. NPC &amp; ODE are outlining for grantees moving forward of the data points that need to be captured so that this critical information can be collected.</p> <p>Q: How is “Educators” defined? Admin? Care professionals? Educational assistants? Counselors?  A: This information is included in our research. We kept it in a separate file. We can include this in our final report.</p> <p>Q: Surprised that the roles are still unclear after we are 5 years into this work. Is there an established person in the building that is identified to support the grantees? Concern around specific DEI staff members being pulled in, think this work should be happening across systems and grade levels. This work should not be siloed.  A: Feedback reflected that there was no real process. Whether this was in a school that was newer or more experienced. There needs to be a structure so folks can better understand their role.</p> <p>Q: Has a formal plan been sent to districts (question for ODE)?  A: No. ODE has an external plan, but the internal plan is a work in progress. It is on our radar, and is a priority.</p> <p>Q: Has COVID impacted disciplinary actions?  A: It is possible that COVID has had an impact though we did see improvements in the previous year (2019) as well.</p> <p>Considerations:</p> <ul style="list-style-type: none"> <li>- Possible need for ODE Research Analyst</li> <li>- Focus on Equitable Grant Making Framework</li> <li>- Strong Implementation/System Design Needed</li> </ul> <p><b>NPC Final Research Presentation Slidedeck:</b>  <a href="https://drive.google.com/file/d/1HiFbVkJd748xMM7vra2Eb8Bt4l-JhPho/view?usp=sharing">https://drive.google.com/file/d/1HiFbVkJd748xMM7vra2Eb8Bt4l-JhPho/view?usp=sharing</a></p>
<p><b>Break – 10:50 a.m.</b></p>	<p><i>This break was not taken in order to allow for more discussion regarding the NPC presentation.</i></p>
<p><b>Measures of Socioeconomic Status - 11:00 a.m.</b>  <i>Jon Wiens, Director of Accountability and Reporting, Office of Finance &amp; Information Technology</i></p>	<p>Jon Wiens shared the work that the Office of Finance and Information Technology is doing around data collection and a project that is beginning to be implemented.</p> <p>The project revolves around measuring socioeconomic data in the state. ODE is federally required to report on economically disadvantaged students. This project is to update and improve on the definition of “economically disadvantaged” in order to better reflect Oregon’s students and their needs. Currently eligibility is determined by students receiving free and reduced lunch: however this encompasses many more students than those that are actually economically disadvantaged, especially due to COVID-19 changes.</p>

OFIT is planning to engage with community members and education partners to develop a more accurate definition of “economically disadvantaged”. The questions that this project is looking to answer are “Does current eligibility for free and reduced meals reflect your community’s socioeconomic needs and challenges” and “What is missing from this measure?”

Next steps for this project include:

- Community outreach
- Prepare recommendation of definition change
- Present draft rules to State Board, Rules Advisory Committee, Tribal consultation
- Implement any changes at ODE/districts (October)

Q: Is there any way to account for momentary disadvantaged status in the data, the static conditions that wouldn’t be measured over time?  
A: Reporting currently reflects anyone being labeled as economically disadvantaged at any point during a given school year. Ultimately it will fall to the school or district to recognize and report this to ODE.

**Measure of Socioeconomic Status Slides:**  
<https://drive.google.com/file/d/1vXx6LzfObydiEW0WG4rxp0e7RqILSwvp/view?usp=sharing>

**Measure of Socioeconomic Status Document:**  
[https://drive.google.com/file/d/1fK9\\_Sgfj6CP7OW--B2xp3-ceUUpIzfRr/view?usp=sharing](https://drive.google.com/file/d/1fK9_Sgfj6CP7OW--B2xp3-ceUUpIzfRr/view?usp=sharing)

**Embedding African American/Black Employee Engagement and Retention in the ODE Equity Plan -**  
11:30 a.m.  
*Carmen Xiomara Urbina, Deputy Director*  
*Scott Nine, Assistant Superintendent, Office of Education, Innovation, & Improvement*  
*Bryce Coefield, Equity Steward*

Deputy Director Urbina began by introducing everyone to Bryce Coefield, the Equity Diversity & Inclusion Steward at ODE. ODE is in the process of creating a plan to embed and retain African American employees and creating an environment for those employees to be able to enter in and be their authentic selves.

Bryce Coefield will return in October to present the ODE Equity Strategic Plan to the advisory group. He shared a brief overview of the plan today. The plan is intended to address structure within ODE to address the system and build equity internally. The plan is built on 4 main pillars:

1. Narratives, Policies, Practices
2. Employee Experience
3. Change, Collaboration, Innovation
4. Partnerships

Scott Nine explained that as the Equity Strategic Plan was being developed, Director Colt Gill and Deputy Director Carmen Xiomara Urbina engaged an experienced black leader to do empathy interviews with former and current black ODE employees. Those interviews helped to shape the Strategic Plan: there is a specific subplan within the “Employee Experience” portion of the Strategic Plan for African American/Black Employee Engagement.

There are seven strategies that ODE will advance with the Equity Strategic Plan that focus on African American/Black employees:

- Establish a formal year-long mentor program
- Establish a career pathway program for African American/Black Advancement
- Create avenues for staff voice and change
- Intensive training at all managerial levels
- Develop equity performance competencies
- Refine approach to organizational climate surveys

	<ul style="list-style-type: none"> <li>• Create systems of accountability towards actualization of equity</li> </ul> <p><b>Embedding African American/Black Employee Engagement Slidedeck:</b>  <a href="https://drive.google.com/file/d/1DUyZh0WhM4E6KYQP1oImXSWnRBncodRS/view?usp=sharing">https://drive.google.com/file/d/1DUyZh0WhM4E6KYQP1oImXSWnRBncodRS/view?usp=sharing</a></p>
<p><b>General Updates -</b>  12:00 a.m.  <i>Shelaswau Crier, AABSS Coordinator</i></p> <ul style="list-style-type: none"> <li>• Advisory Member Term Selection</li> <li>• Fall Meeting Format</li> <li>• AABSS Plan Revisions in Fall</li> <li>• Charter</li> <li>• Grant Program Update</li> </ul>	<p><u>Advisory Member Term Selection:</u>  Advisory members received an email regarding submitting a statement of interest for continuing service with the group and indicating whether they would like to serve 2 or 3 years. The due date for these statements is <b>June 30, 2021</b>. It was requested to push the due date out to <b>July 15, 2021</b>.</p> <p><u>Fall Meeting Format:</u>  The September meeting will be moved to <b>September 10, 2021</b> from 9:00 a.m. - 12:00 p.m. Does the group want to continue meeting every month or move to an every-other-month system? What do the meetings look like in the fall: completely remote, completely in-person, hybrid?</p> <p><u>Charter:</u>  Shelaswau Crier will send out a draft of the charter to the group for their revisions and comments. Those comments and recommendations need to be submitted by <b>July 30, 2021</b>. A major portion that needs to be discussed revolves around grantees serving on the advisory group.</p> <p><u>Grant Program Update:</u>  The current grant ends on June 30th. There is deep work happening to conclude this grant with the grantees. There will be about \$100,000 that will not be spent from this grant due to COVID-19. Other areas of the Student Success Act are experiencing this problem. These funds will return to the statewide Education Initiatives Account and act as part of the reserve. The 2021-2023 RFA received 16 applicants. The applications will undergo review.</p>
<p><b>Public Comment -</b>  12:15 a.m.  <i>Shelaswau Crier, AABSS Coordinator</i></p>	<p><i>No public testimony was received for today's meeting. Time allotted for public testimony was added to the NPC presentation breakout room discussion portion of today's agenda.</i></p>
<p><b>Community Announcements and Updates - 12:20 a.m.</b></p>	<p><i>There were no community announcements or updates presented at the meeting.</i></p>
<p><b>Adjourn - 12:30 p.m</b>  <i>Joyce Harris, Chair</i></p>	<p>The meeting was adjourned by Chair Harris at 12:30 p.m.</p>

Next Meeting: