

**African American Black Student Success Plan
Advisory Group Meeting Minutes
October 5, 2018 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education**

Meeting Scribe: Cynthia Garton

PARTICIPANTS

- Ben Cannon –Veronica Dejon
- Bobby Bridges, Jr.
- Frank Hannah Williams
- Iris Bell
- Joyce Harris, Chair
- Joe McFerrin
- Kali Ladd
- Kendra Hughes
- Laurie Wimmer

- Lillian Green
- Mark Jackson?
- Dr. Markisha Smith
- Renee Anderson
- Shelaswau Crier
- Tony Hopson, Sr.
- Dr. Yvette Alex Assensoh

- Abdi Jamac
- Dr. Paul Coakley
- Cynthia Richardson
- George Russell
- Earlean Wilson-Huey
- Nkenge Harmon Johnson
- Dr. Reginald Nichols
- Ron Herndon

Members not present

Item	Discussion	Action
<p>Welcome Chair Joyce Harris</p> <p>New Business</p> <ul style="list-style-type: none"> • Review and Approve Minutes from 8/3/18 • Department Updates • RMC Research Update • AA/BS Success Plan Updates • Equity Lens Feedback • School/Community and Other Advisory Group Updates 	<p>Joyce Harris starting the meeting on behalf of the African American/Black student success Plan Advisory Group Meeting.</p> <p>Dr. Tukufu introduced the two new Assistant Superintendents that are very equity focused, Candace Pelt and Jennifer Patterson.</p> <p>Dr. Tukufu went over updates on membership and appointment letters. Dr. Tukufu stated that it's a process that we are working on. Asking what the thoughts are, and information gathering. What to do with advisory groups with new member appointments. What the process needs to look like. Why there was a short appointment letter instead of the usual long ones.</p>	
<p>Approve Meeting Minutes</p>	<p>August 3rd. meeting minutes were approved by the group.</p>	<p>Minutes were approved</p>
<p>Department Updates</p> <ul style="list-style-type: none"> • Membership/Appointment Letters 	<p>Markisha -Membership/ Appointment letter was emailed out already. She explained how the process is looking around advisory groups. Dr. Tukufu asked a few meetings ago about what everyone's thoughts were around having terms limits and information gathering and shared it with management team. Right now, management has no plan on appointing new members to advisory groups and no new member appointments. Until they can have some time to see how team members are being appointed and how that looks like</p>	

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<ul style="list-style-type: none"> • Legislative Updates 	<p>across the agency. Markisha wanted everyone to know that is the reason why the short appointment letter instead of the usual year long one.</p> <p>Joyce mentioned that it was this advisory committee that made the recommendation to invite representatives from the African American community to serve on this committee. She also would like to encourage the department to have more ethnic groups represented. The management team needs to be not just be involved in the group but also needs to put in the work and there be a distinction made. Markisha introduced Zahra Abukar is now part of the advisory group taking over for Bashir that will be representing Cairo.</p> <p>Markisha went over POPS (policy option packages) and how we are moving forward in the in the Legislative Session one is English Learner work. There has been more request on House Bills 3499 which is the English Learner Law. There are 40 districts that are working on what schooling and outcome looks like for emerging bilinguals. At this point we do have a POP in place for an additional 6 million dollars for African American Black Student Success group on top what we already have. There is also a POP around adding FTE Civil Rights work. Pops for American and Alaskan Native, Equity Diversity and Inclusion initiatives bill, and Ethnic Studies. Joyce looked into schedule a meeting with Tina Koteck about the African American Black student success group.</p> <p>Veronica Dujon talked about policy action package updates like Native American Tuition Access Grant have been closely monitored. One of the updates was on number of initiatives that directly have to do with equity. Also, several activities that cross with ODE also showed up on that list.</p>	
<ul style="list-style-type: none"> • Grant Site Visits 	<p>Markisha and Latasha started grant visits include Cairo, Ashland Medford, Lane ESD, and Donald E. Long School. Markisha resonated with the word partnership with the Bars to Bridges Program. Talking with them was a big eye opener for her and what they are working on. Latasha's take away was that people are working on different places an example rolls and responsibilities, partnership, making sure inclusion is in effect, what their implementations are and not replicating disparities within disparities. Also went over how important funds are for there to be movement and progress for these schools. There is also a lot of people that are passionate and invested in this.</p>	

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<ul style="list-style-type: none"> Equity Summit OCF-Marcy Bradley Introduction <p><i>Darryl Tukufu and Markisha Smith, Oregon Department of Education</i></p>	<p>Equity Summit 27th of September. Joyce attended the summit and saw that there was a lot of diversity and fiery African American females. Salem Keizer School District kids did very well. Some of the presentations were on race, pedagogy work of the equity unit. Dr. Tukufu saw that they made the meeting more inviting for the whole group. Most of the students shared how they were impacted by the school board. A lot of school districts brought their own teams of folks mostly educators. It was a good opportunity to see what the needs that the people have within each district. High percentage that attended the summit where white, which represented a high percentage of the teaching force. When COSA pulled this together their target was only 300 people but then ended up with 500 and even more if there would have been more space. Tony mentioned the importance of following up the 500 people that came to the summit and talk about what the next steps are. Holding people accountable is a big part and making sure it gets implemented. Joyce went over part of what we do is bring people together, but we also need to do the most important part which is the implementation. What's next? And what do we apply? These are some important questions that were brought up.</p> <p>Marcy Bradley going 30 years of non- profit arena experience. Working on closing educational gaps.</p>	
<p>RMC Research <i>Caroline Qureshi and Colleagues, RMC Research</i></p>	<p>Caroline Qureshi and Rachel Lakeof who was not there are the evaluators working on the RMC Research. One of the goals was to keep team consistent so that they could keep building relationships with the grantees. Karen is also serving as an advisor. Her focus is directly on equity, and diversity issues, and culturally responsive evaluation They wanted to start out at a very high-level logic model for house bill 2016 and what they are doing under that bill. They were divided by phases. Phase 1-2 represent school districts, education districts. It shows what the grantees are working on. It's made up of 14 indicators and are shown as one unit. The goal is to show how we are addressing diversity while conducting high level evaluation. This was made up of four mini evaluations and the report was divided by each gran tee each gran tee had its own report. The case study design was four mini evaluations almost like silo for each grantee there was different questions, protocols and separate analysts for grantees. There were themes that were consistent like similar barriers, district buy ins. What makes it nice is that you are</p>	<p>Adding an additional layer and outcome is this work on track to meet goals.</p> <p>Mile stone measurements and timelines.</p> <p>Copy of power point being sent to everyone in the group.</p> <p>They are planning on starting parents focus groups. This is focusing on</p>

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	<p>able use and summarize the strengths as best practices for programing. Tony said that “ultimately if no more black kids are graduating then we can’t really say we’ve done what we set out to do”. Veronica talked about one of the key issues not being able to improve the graduation numbers. Then we have to bring up the question that if the grantees have failed to deliver what they were set out to deliver. In this case then we first have to understand the why. Then figure out those obstacles are and hold whoever is responsible for the obstacles accountable. Lastly fix the problem. We can control on how the kids can show up and teach the kids how to be independent learners. The number indicator ranges from 2-11. The meeting with gran tees gave better clarification and looked at the bigger picture of each gran tees. There were 14 data indicators made into reference sheets and each column is a specific grantee starting with Bars to Bridges, IRCO, REI, SEI, Elevate, ICO, Ashland Medford, Beaverton Cairo, Lane County. Laurie Wimmer it would be better to get a percentage of the number of educators. Caroline was able to attend some of the one on one meetings with each gran tees. Some of the topics that they went over discuss which indicators they were targeting what types of data collection they could provide to them. The meeting was important because it established more of a relationship with each grantee and were able to see what each program looked like. This also was able to see what each gran tee was working on, concerns and how they could be helped. At the end they are going to come out with a logic model for everyone to understand and contributed to. Laurie suggested a time line on the progress reports. The evaluation plan was finalized and submitted mid-September. Technical Assistance and grantee specifics are ongoing. Instrument development are now in process of being able to submit the instruments to IRB late this month or early November. Data collection will ramp up March 2019. Progress report to ODE will be submitted in Dec 2018. Submit final report in June.</p> <p>Also talks about going back to the legislature and the original plan that was created and not being accomplish just through some grants that we got. We have to hold the grantees accountable. We already set out specific goals and evaluations. It’s going to take time because the students that did the evaluations are only in 9th grade and we won’t get the data for a while or at least until they graduate.</p>	<p>helping parents become more engaged with their children at their schools.</p> <p>Create at very specific yearly time line, bench marks, and goal implementations.</p>

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<p>AA/BS Success Plan Updates <i>Advisory Group Members</i></p>	<p>Lisa knew data was going to be an issue on preschool programs because we didn't have data on that. We have tried to work to identify some of those programs with DHS. Preschool programs and many African American day cares that are privately owned. We would not know specific numbers or information on the African American Preschool programs. For that reason, we would not have the demographics for those children. We have been able to work with what we have access to. Markisha talked about having metrics on what we do have access to that are government funded. Early child hood through kindergarten shift objective. The work that has been done has been around publicly funded programs and cross integration agencies. We need to make sure to address that that kind of data and it does not exist at this time on non-funded programs. Zahra mentioned that we need to build a stronger relationship with students that are transitioning into schools with school districts inside the county. Shelaswau mentioned that there is a bigger population of new comers in Eastern Oregon and we can shift focus on helping them get implemented. What kind of efforts are we making and are we going to continue what data and success looks like. Some of the questions that need to be brought up in schools are what is your new comer enrollment? And how are you responding to their needs? Research is being done to see who is responsible to help the families with the enrollment process and provides the resources. Tony focused on it being hard when people show up and act as you have done nothing. When truly you have put in the work. Laurie mentioned that quality verse quantity is not easily measurable. Some of the efforts that are being made are not measurable like building relationships which is essential. Markisha talked about the Swat analysis happen in grade level band. Some of the recommendations were on language and things that may be missing which looks at the strengths, weaknesses, opportunities and threats. The recommendations have been categorized. This had been done around grade level teams commit to having some kind of conversation from now through December to look at objectives, metrics, and email the swat analysis as a way to help frame conversation. Markisha will send it out if it useful as an organizer. Latasha mentioned that they are not done with the site visits until mid or end of November and they wanted to make sure that they got a sense of what the gran tees were doing. Then talk about the results of it together.</p> <p>Markisha going over list of attendance: Joyce Harris Early learning Joe McFerrin High school Nkenge Harmon Johnson Middle school group Zahra Abukar- K3</p>	<p>Include preamble why we don't have information on pre-school children.</p> <p>Shawna- also another timeline for implementation and the percentages.</p> <p>Markisha- updating new report card which will come out 17-18 school year.</p> <p>Markisha will be going back to Kim to ask some questions on if there is any way to differentiate the approach to African refugees, English language learners and Spanish speakers.</p> <p>Resend Rosters to everyone.</p>

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	<p>Dr. Paul Coakley- High School/ Middle School Veronica Dejon -Higher Ed Cynthia Richardson- High School Frank Hannah Williams -K3 Earlean Wilson-Huey- Higher Ed Ron Herndon- Early Learning Tony Hopson- High School George Russell- K3 Bobby Bridges- Middle School Iris Bell- High school Kali Ladd- Early Learning Lillian Green -Early Learning Kendra Hughes- Early Learning Laurie Wimmer- Middle school Mark Jackson- High School Dr. Reginald Nichols- Higher Ed Renee Anderson- High School Shelaswau Crier- Highs school Dr. Yvette Alex Assensoh- Higher Ed</p>	
<p>Working Lunch: AA/BS success Plan Updates Advisory Group Members</p>	<p>Members reviewed HB 2016 plan</p>	
<p>Equity Lens Feedback Continued Advisory Group Members</p>	<p>Document was pass out on the feedback. Dawnnesha led an exercise on what the current Oregon Equality Lens. You can reference the minutes from one of the August meetings. Dr. Tukufu had a meeting with educational advisory council that made of HECC and ODE they are continuing to gather information from groups like this no final decision is made up yet. The tag exercise was another graphic organizer where there were certain section of the lens and talked about what resonated with you, clarifying questions you had, and things that would like to see changed. Markisha talked about giving time for people to contribute and give their feedback. Instructions will be sent about the equity lens.</p>	<p>Markisha will send out instructions on equity lens.</p>
<p>School/Community and other advisory group updates Advisory Group Members and ODE</p>	<p>On Oct 24th, there is going to be an early learning summit at Portland state university. How it's going to be on how we support our children in programs and classes rooms. Topic is also going to go over social and emotional development equity, expulsion social and cultural development and how what we are doing to help young Oregonians with Dr. Gilliam. This is to reach out to our providers and other educational professionals.</p>	

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	GED summit going to be in end of October 18-19 at the Embassy Suites in Tigard OR.	
Wrap-up, next Steps, and Public Comment <i>Joyce Harris, Chair</i>	Markisha let everyone know that she will be sending out an email for homework.	
Adjourn		

Next Meeting: December 7, 2018 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.