

**African American Black Student Success Plan
Advisory Group Meeting Minutes**

December 4, 2015 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education

Meeting Scribe: Victoria Garcia

PARTICIPANTS

- Joyce Harris, Co-Chair
- Charles McGee, Co-Chair
- Ben Cannon
- Byron Peterson
- Dr. Charlene Williams
- Frank Hanna Williams
- George Russell

- Iris Bell
- Jennifer Ware
- Joe McFerrin II
- Kali Ladd
- Laurie Wimmer
- Lorenzo Poe
- Mark Jackson
- Renee Anderson

- Shelaswau Crier
- Dr. Yvette Alex Assensoh

ODE Leadership

- Salam Noor
- David Bautista

Participants via phone:

- Markisha Smith

Item	Discussion	Action
<p>Welcome Co-Chair Joyce Harris Co-Chair Charles McGee</p>	<p>Joyce Harris welcomed everyone. The meeting started at 9:25 AM.</p> <p>Joyce Harris invited members to review the changes (noted in grey) to the Project Charter.</p> <p>Members were sent meeting minutes to review prior meetings so they can be approved. They were as follows:</p> <ol style="list-style-type: none"> 1. October 23, 2015 2. November 6, 2015 <p>At this time we don't yet have the minutes from the 17 November. Joyce Harris revisited items from previous meetings. The only item outstanding was from the first meeting regarding addressing the Attorney General's office. The questions were around racially specific policy's pertaining to Higher Education. We discussed it and agreed that we did not want to bring the Attorney General into this space. If anyone had any questions please forward them to Kendra Hughes. Dr. Salam Noor suggested that the group send us any recommendations to ODE and the Department will decide if it needs to go forward to the AG's office</p>	<p>Kendra Hughes called roll.</p> <p>Changes were accepted by motion of the advisory group. It was recommended to add "advance the work plan" once this gets updated we will once again vote. It was motioned to accept Project Charter with the revisions just stated.</p> <p>Members reviewed minutes from prior meetings. The group agreed to approve the minutes from the October 23 and November 6 meetings.</p>

Item	Discussion	Action
Break - 10:30-10:45	Break	
Higher Education-Coordinating Council Ben Cannon - 10:45-12:00 PM.	Ben Cannon presented an overview of the HECC. Mr. Cannon discussed role of the HECC and what they do. Members had questions from the slides Mr. Cannon presented. Joyce Harris thanked Mr. Cannon for coming and presenting to the advisory group.	Ben Cannon will forward data presentation to Kendra Hughes and she will forward it to the group and post it to the Advisory Group webpage.
Resource Team Meetings Early Childhood to Kindergarten Kindergarten to 3rd Grade 4th Grade to Middle School Transitions 9th to 12th Grade Higher Education	Teams meet in their resource teams to discuss the progress they have made toward identifying their goals, priorities and recommendations.	
Working Lunch	Members worked during lunch	
Resource Team Meeting continued	Resource Teams continued discussing their goals/priorities during this time.	
Public Testimony Co-chair Charles McGee	No public testimony today	
Resource Team Report Out Co-chair Joyce Harris Early Childhood to Kindergarten Kindergarten to 3 rd Grade 4 th Grade to Middle School Transitions 9 th Grade to 12 th Grade Higher Education	Early Child Hood to Kindergarten Considerations: How many are in home care/head start programs? We gave Meagan a task and she provided study on Early Learning Committee on the African American Student Plan Work Book. It talks about system/health care, workforce QRS system that serves the disadvantage. We need change there. Address stand and requirements within that system. Adjusting the qualification of teachers qualifications Barriers and policy changes that need t happen Develop the system for the EEC work force-build, on a strong infrastructures	

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	<p>that currently exist in some of the programs. Albina Head Start is a great model. It's a successful model Flexible dollars to be spent on culturally responsive services</p> <p>Home visits-making sure they are culturally responsive family engagement and culturally responsive support for the Early Childhood workforce</p> <p>Lastly we discussed (down the road) possibly merging K-3rd grade and looking at a continuum that is from birth to grade 3. We will stay separate for right now, but maybe for the next meeting we can compare what we have come up with and talking about merging them together.</p> <p>Kindergarten to 3rd Grade Considerations: Culturally responsive instruction</p> <p>Early childhood learning & development for African American and black parents and child development as well</p> <p>Extended day learning</p> <p>Family well being</p> <p>Increasing the number of African American instructors in the classrooms</p> <p>Figure way to analyze equity material coming into the class room</p> <p>Purchase and employ a national model</p> <p>Create Hubs that is specialty to the African American experience</p> <p>Extended day learning-funding site for before and after school with focus on reading and numerously for students</p> <p>Summer school institutes</p>	

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	<p>Comprehensive Health Centers in Schools</p> <p>Wants to know where the early quality educations are and how they are going to teach new teachers how to be culturally specific for African American students</p> <p>Looking at the structure of the Harlem Children Zone, and how can Oregon implement them in schools</p> <p>4th Grade to Middle School: Need more resources, how would they be best invested?</p> <p>More summer programs</p> <p>Lower class size</p> <p>After school activities for kids</p> <p>Eliminating play to pay</p> <p>Access to social and trauma services, physical and mental health and dental needs of our kids</p> <p>9th to 12th grade Considerations: Culturally responsive teachers and educators training</p> <p>Hiring teachers of color</p> <p>High school completion</p> <p>Credit recovery starting at 9th grade – Start that in the 2nd semester of the school year and not have to wait until the summer</p> <p>College preparedness and support and Career preparedness and support</p> <p>Discipline, absenteeism and strengthening support and</p>	

