

**African American Black Student Success Plan
Advisory Group Meeting Minutes
April 6, 2018 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education**

Meeting Scribe: Cynthia Garton

PARTICIPANTS

- | | | |
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| <input checked="" type="checkbox"/> Ben Cannon (phone) | <input checked="" type="checkbox"/> Lillian Green | Members not present |
| <input checked="" type="checkbox"/> Bobby Bridges, Jr. | <input checked="" type="checkbox"/> Mark Jackson | <input type="checkbox"/> Abdi Jamac |
| <input checked="" type="checkbox"/> Earlean Wilson-Huey | <input checked="" type="checkbox"/> Dr. Markisha Smith | <input type="checkbox"/> Abdikadir Bashir |
| <input checked="" type="checkbox"/> Frank Hannah Williams | <input checked="" type="checkbox"/> Nkenge Harmon Johnson | <input type="checkbox"/> Cynthia Richardson |
| <input checked="" type="checkbox"/> Iris Bell | <input checked="" type="checkbox"/> Dr. Paul Coakley | <input type="checkbox"/> George Russell |
| <input checked="" type="checkbox"/> Joyce Harris, Chair | <input checked="" type="checkbox"/> Renee Anderson | <input type="checkbox"/> Dr. Karen Fischer-Gray |
| <input checked="" type="checkbox"/> Joe McFerrin | <input checked="" type="checkbox"/> Shelaswau Crier | <input type="checkbox"/> Marjorie Trueblood-Gamble |
| <input checked="" type="checkbox"/> Kali Ladd | <input checked="" type="checkbox"/> Tony Hopson, Sr. | <input type="checkbox"/> Dr. Reginald Nichols |
| <input checked="" type="checkbox"/> Kendra Hughes | <input checked="" type="checkbox"/> Dr. Yvette Alex Assensoh | <input type="checkbox"/> Ron Herndon |
| <input checked="" type="checkbox"/> Laurie Wimmer | | |

| Item | Discussion | Action |
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| <p>Welcome Chair Joyce Harris</p> <p>New Business</p> <ul style="list-style-type: none"> • Review and Approve Minutes • Department Updates • School/Community and Other Advisory Group updates • Grant Presentations • Updates to AA/BS Plan • High School Assessment Update | <p>Joyce Harris called the meeting to order and Dr. Markisha Smith did roll call. Lillian Green spoke of one of her sisters that passed away; she was an educator in Oregon. She wanted the Group to remember to keep educators in mind. Joyce Harris requested the Group take a moment of silence, and thanked Lillian Green for sharing.</p> <p>Next, the Group looked over the September 2017 and February 2018 minutes. September had some minor changes that did not affect the content. Bobby Bridges, Jr. motioned for the September minutes to be approved; this was seconded and approved. Joyce Harris has a few edits for February minutes, but would like to approve it with the edits. Motion to approve was seconded, and then approved.</p> | <p>September 8, 2017 minutes approved.</p> <p>February 2, 2018 minutes approved, with edits.</p> |
| <p>Department Updates Markisha Smith, Oregon Department of Education</p> <ul style="list-style-type: none"> • New Grants for Phase II • Position Update | <p>Markisha Smith started with the new position, which closed Feb. 26. We have gone through the interview process, and have a successful candidate. Will continue the process with HR. Cannot announce the person at this time.</p> <p>The new grantees are currently going through the Procurement process. All grantees for both phases will come together with RMC Research Tuesday (April 10). In June, the Phase 2 grantees need to submit an update. Elevate Oregon was awarded \$100,000. Ashland and Medford School Districts applied together for \$250,000, and were awarded \$100,000; because they were reduced, Markisha Smith has been talking to them about restructuring their plan. CAIRO has a partnership with Beaverton School District, and was awarded \$175,000. The AYCO, CAIRO and PSU partnership was awarded \$75,000. Lane ESD was awarded \$200,000. We can provide the handout electronically.</p> | <p>Can send the Phase II handout to the Group electronically.</p> |

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| | <p>Kali Ladd wondered how Elevate Oregon qualified due to them not being a culturally specific organization. Markisha Smith said, based on the way they described the demographics they work with, they qualified. Opened the OAR and based on that, they were seen as a suitable candidate. Tony Hopson, Sr. added that he knows some of the staff, and they do have some culturally specific individuals; they go well beyond.</p> <p>How do you ensure that the projects funded clearly understand that the expectation is that they work collaboratively? We can't have them fighting for money and kids.</p> <p>Could we incorporate a rubric measure of collaboration in the assessment strategy, both midterm and long term? Yes, we can do that. Phase 1 grantees were approved for re-granting based on their accomplishments; will we apply that to phase 2? We have not made that promise, because that was something that came with a lot of conversation; the sponsors of bill that had impact – they wanted to give phase 1 grantees more time. Dr. Yvette Alex Assensoh said that maybe we can ask for more money, so they don't have to compete.</p> <p>Earlean Wilson-Huey wonders if we won't allow new grantees in the same places where we have a program going. That could double resources. Thinks we could spread and leverage resources better. Kali Ladd thinks there needs to be a review of the process, and so there is a greater sense of due diligence around organizations. Is there a lobbyist working on behalf of this committee around the funding piece? Markisha Smith said they have not heard of anything at this point. Laurie Wimmer said Oregon Education Association had been involved from the beginning to make sure to make sure the program was created and funded, and currently working on robust funding for all education.</p> <p>Iris Bell added that originally we said this needed to be a fully funded plan. As we look at the components of the plan and who we are funding in respects to indicators of success, we should tie funding to that. Can look at components of the Plan and point out what part we want funded. Won't get it all, but can focus on where we want to get the money to implement the plan strategy. Then need to have someone monitor that through the legislative session.</p> <p>Joe McFerrin thinks if we have a draft of how we might go about doing that, for next 10 years, then that would give us something to react to. It's very important to be intentional in what we want funded and when we want it funded.</p> | |

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| | <p>Joyce Harris said we need to set aside some quality time at a meeting to work on this. We need to have a work session to look at where we go from here and how to get there. Laurie Wimmer suggested members attend some Joint Committee of Student Success meetings; held now until October.</p> <p>Consensus to have a work session; idea is to hold in the in-between month, maybe May. Can send out email with dates to see who is interested. Joyce Harris said some of who agree to be on the sub-committee can make an agenda.</p> | <p>Will send out email with dates to see who is interested.</p> |
| <p>School/Community and Other Advisory Group updates Advisory Group Members</p> | <p>If you have events coming up, this is the time to mention.</p> <p>Kali Ladd said that Kairos is partnering with Chalkboard on an event for student success; may be good to have a committee member involved. Symposium is on May 24 at the Forestry Center, in the morning. Iris Bell and Markisha Smith are on the panel. Email has gone out for new position for Oregon Community Foundation. It's a great opportunity to leverage the philanthropic community, to see this work and lead the private sector in Oregon. Mary Louise McClintock is in the room, can talk to members during the break.</p> <p>Earlean Wilson-Huey has African American Youth Leadership Conference from 9-1 on April 11 at OSU, for Linn-Benton-Lincoln and Lane middle and high schools. Black Student Success Summit is April 14 at Portland State from 9-4, for high school and college students. Salem-Keizer Youth Leadership Conference is May 24 at Corban University.</p> <p>Joyce Harris asked members to send the information to Cynthia Garton so she can send it to the Group.</p> <p>Yvette Alex Assensoh said that they have hired three additional faculty. One is Dean of School, Music, and Dance, one is full professor of English and the third is assistant professor in school of Journalism and Communications.</p> <p>Lillian Green said the Oregon Archives had an exhibit around African Americans in Oregon, historical perspectives and assets of blacks in Oregon. Great historical facts in collaboration with black pioneers and Black Historical Society. Has nice details. As we do this work, it's good to have a historically accurate view of events across the state.</p> <p>Nkenge Harmon Johnson said the Urban League is operating two youth programs; after school leadership program and east county youth program. Been able to customize the programs to the students served. Two kids sent to March for Lives in D.C. Super excited they could go, sent them days earlier to view museums and meet with Ron Wyden's staff. More than 700 Urban League youth from around the country</p> | <p>Send information to Cynthia Garton to be sent to Group.</p> |

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| | <p>attended. Also had kids participating in the 4-H Leadership Conference in Salem. Had discovered black kids were not participating in 4-H, so sent nine kids. There was mock government, speeches, etiquette lessons. Offering summer programs for middle, school and young adult summer camps. Been free and will likely be free or have nominal fee.</p> <p>Renee Anderson spoke about a leadership conference that will also be May 24. High school students that need career credits. Will be at University of Portland. Joyce Harris said she was there last year and it was wonderful.</p> <p>Joe McFerrin said that POIC now has a certified pre-apprenticeship program. First cohort got 10 African Americans. Lot of work and people helping make it happen. Had 17 African American youth from Rosemary Anderson High School going on a HBC tour. One thing POIC does is employment training for young people. Have 9,000 hours of paid internship that they have to use by end of fiscal year (June 30). Targeting African American males, 16-24. Internship can be wherever.</p> <p>Joyce Harris said she agreed to serve on the Deputy Superintendent's Advisory Committee on Safe and Effective Schools for All Students. First meeting was a week or two ago. Expectation is that recommendations will be made to the Governor. There are three sub-committees: Safe Schools, Engagement, and Social/Emotional Environments. She joined the safe schools sub-committee. People don't seem tapped into the race-based issues that happen in the schools. There was a report in Eugene about racial violence; categories most impacted: one was violence based on race. The State of Safe Schools Report just came out; it focuses on unsafe conditions for LTBT students. She knows this is an issue, but black children and children of color are targeted.</p> <p>Nkenge Harmon Johnson said that she has heard of incidents at private schools, and staff do not respond/react to student being picked on. When the student reacts, they are the one disciplined. Adults and administrators are not appropriately responsive. Kali Ladd said she has heard of similar experiences in public schools. Joyce Harris said that this contributes to discipline disparity, and why she felt it was important her voice be heard at the sub-committee.</p> <p>Yvette Alex Assensoh wonders how safety is defined in that report. If it is not defined to include mental health and psychological harm, then she is not sure those incidents will get in. Can we broaden what we mean by safety, so the policy itself calls it, instead of us raising it?</p> | |

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| | <p>Joyce Harris said this is why we need to put on the table the issues that disproportionately impact our students. Can't turn a blind eye, and it's not about who is most victimized; it's about the needs of all students is given attention.</p> <p>Bobby Bridges, Jr. pointed out that he is part of the Safe and Effective Schools group as well, on the Environmental committee, and have touched on same things. They want to do restorative justice, and want to emphasize the importance of addressing contacts with youth of color and discipline. The three D's that black youth are disciplined for; disruption, disobedience and defiance. These are subjective. We should look at this as whole in regards to funding for organizations that work with schools. If the discipline is subjective, the work only goes so far; it needs to be objective. The youth should not be punished, sent away and then come back. There should be service attached to it.</p> <p>Joe McFerrin said this is why we need to get data in real time, so we can respond and the community can figure out how to help. Hopes this Group can get the data by school; which schools need most help with our kids, then we put our resources where they best should lie. Tony Hopson, Sr. agrees with real time, but what are going to do with the data? What are we going to do about the problem? Who is held accountable? The districts, what they hate most is visibility around what is happening in their schools.</p> <p>Renee Anderson asked if teachers are being confronted. It's the teacher's word against the student's word. The teachers need to be trained, and be accountable.</p> <p>Kali Ladd suggested a sub-committee on disproportionality.</p> | |
| <p>Phase I Grant Presentation IRCO</p> | <p>Djimet Dogo thanked the Group for giving him the opportunity to speak. He had three IRCO/Africa House staff members with him: Muna Abu, Ellen Parker and Gudeta Wak-Woya.</p> <p>The mission is to help refugees and immigrants from across the world, help them become self-sufficient. There is no school system in refugee camps. When they come here, they are expected to compete with other students, so they need extra help. They are vulnerable to gangs.</p> <p>Most are from rural area, so when they come here they have no urban experience. Most also rely on their children. They need more family and community engagement. 99% are not literate in their own language, so this program has advocates that works with family and school.</p> <p>Have hired staff from African communities in Oregon, to be links between the program and families. Families can</p> | <p>None.</p> |

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| | <p>understand what is going on in the school level and for their kid. African families don't have word for mental health, so IRCO has to come up with words that convince families of the issue, to help kids be successful in school.</p> <p>Ellen Parker reviewed core services. Partnering with four east county districts: David Douglas, Parkrose, Gresham-Barlow, and Reynolds. Partnership on the district level has impacted services. Use youth advocacy based model that works with 30-40 students per staff. Supporting academics and social/emotional learning. Academic programing is co-located at IRCO/Africa House and school sites. Have 1-2 group after school activities. Offer enrichment activities during and after school times. Will offer summer school this year. Will also refer youth to employment opportunities.</p> <p>Muna Abu said that majority of students are Somali, with Congolese second. After-school programs focus on positive cultural identity and have restorative justice circle. They are welcome to speak home language, since it's hard to express themselves in second language they are trying to learn. Have field trips and try to keep kids busy during school breaks.</p> <p>Gudeta Wak-Woya said with academic support, it's important to have them comfortable, or have sense of belonging during activities. Not being comfortable and not being able to express themselves helps lead to drop out. After started after-school activities, they don't want to miss school and have sense of belonging. Family engagement: read letters with family and help respond; look for resources and refer them. Gave example of family that did not have winter clothes, so advocate started fundraiser to provide clothes and blankets. Provide staff training on immigrant experiences, trauma and discipline.</p> <p>Are you seeing increase in attendance and achievement? Main problem with attendance is not feeling comfortable in school. When attendance improves, then everything else follows. Have trained parents how to excuse their kids. Joe McFerrin said it would be nice if districts gave data, such as attendance rate. Ellen Parker said most of the advocates have access to Synergy, so they can get relatively real-time data. Have developed academic assessments, and will have data in June. Try to get to the core of attendance issues.</p> | |
| <p>Working Lunch: Internal Equity Plan Markisha Smith, Oregon Department of Education</p> | <p>Group had a quick networking session, then talked about ODE's Internal Equity Plan.</p> | <p>None.</p> |

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| <p>Phase I Grant Presentation MESD – Bars to Bridges Project</p> | <p>Christine Otto said that she has met many of the members, but most not at her current capacity as the Project Director for Bars to Bridges. Scott Ryan has joined another team, which has taken his focus away from the project. Arthur Pitman is a co-lead transition specialist. He sees some of his teachers in the Group. He is one of the lead transition specialists and has been part of the project from the start.</p> <p>Christine Otto focused on what the project is doing now and will be doing going forward. They have six transition specialists and an administrative data specialist. Have four areas of focus: student reengagement and reentry into school, increase student engagement in before and after school programs, PD and conversation opportunities, and collaborating with justice and school systems.</p> <p>Core area of why they were selected was student reengagement and reentry into school. Specialty is understanding how to get students back into school. What helps make kids successful is engagement in out of school activities; positive connection to school and communities, helps students be less disengaged. This work cannot be done without involving community and adults, so PD and conversation opportunities to support youth is important. Collaboration with justice system and school system to create a smooth equitable practice so students can be engaged with schools and not dis-engaged. Another area of focus is reducing the recidivism rate. Key piece is relationships; they need to know they can trust us, we know what we are doing, and we care. Build those relationships from trauma informed approach, from intake to success in achieving diploma.</p> <p>Work to coach students on resiliency strategies. Support kids with tutoring and engage schools in restorative justice. This year expanded reentry program to increase engagement with before and after school activities. Providing academic support has been critical, but has created barriers to after-school engagement. Have reached out to partners, such as REAP; developing music, leadership activities and community service activities that support and recognize their culture. Increase student engagement in before/after school is their area of weakness. Challenging due to the barriers, due to school and association level policies and requirements.</p> <p>How do you track people who received PD; are they implementing, and impact and outcomes? Success measure of presentations is the opportunities and engagement with participants, going forward after the session. Have several districts who went to presentations that now regularly engaged in conversations and ask what they can do to better</p> | <p>Christine Otto is happy to send the slides.</p> |

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| | <p>serve their kids, and ideas to get them back into school. That engagement is a way to track the success.</p> <p>What is the impact on the kids? What are graduation rates? Can give graduation rates soon, but not now, as we are a couple months out from graduation. She is happy to give specific statistics on Monday.</p> <p>Are developing a toolkit, which will have transition specialist manual. Specific organizations have asked MESD about a transition specialist manual they can use for their populations. Have developed a newsletter that provides statistics, engaging articles, information on work the project is doing, and success stories.</p> <p>Will report completer rate, disaggregated by degree and GED. Having a degree and apply going forward is a success. Caseload is capped at 30 for each staff.</p> <p>When looking at list of suggested supports, saw request to expand to more options. Looking at the list, saw could not do much with early learning; therefore, that limited expansion opportunities. The one that made sense was before and after school activities, which includes having a job. The challenge has been finding other opportunities for the students; barriers with security issues: don't want to go back to Donald E Long or activities including youth they are not allowed to be near. This is why they are partnering with other groups.</p> <p>In the next year, the program plans to expand with a couple more transition specialists; some students will stay with them.</p> <p>Statistics: students released from Donald E Long, 15% are back in school within 24 hours, and 58% within 128 hours.</p> | <p>Christine Otto can give more data Monday.</p> <p>Christine Otto can give any information requested, as long as it's available. Markisha Smith will pull together a list the Group wants more information on.</p> |
| <p>OCF Update Mary Louise McClintock</p> | <p>Kali Ladd introduced Mary Louise McClintock as the Director of Education for the Oregon Community Foundation. She is lead partner for establishing Black Student Success initiative.</p> <p>Mary Louise McClintock said OCF is excited to launch the Black Student Success Initiative. In February, brought staff recommendation to OCF Board, which was endorsed for three year initiative on African American/Black Success. This is the first time they've had an initiative focused on a population of students.</p> <p>The next step is to hire the right person to lead the initiative. It's not grant making, but may have technical assistance. Person will use other tools, such as convening organizations, visibility strategies to make the Plan known, policy advocacy.</p> | <p>None.</p> |

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| | <p>Main message is please help recruit and making sure the opportunity is well known so OCF can get candidates. Have 20 applications, and will keep open for another week or two.</p> <p>Is this inclusive of general funds and advise funds? The position is housed in the discretionary grant program, and will be a bridge to the pool of advise fund donors and will make it easier for advise fund donors to direct their funds.</p> | |
| <p>High School Assessment Update Dan Farley and Holly Carter, ODE office of Teaching, Learning and Assessment</p> | <p>Markisha Smith introduced Dr. Dan Farley, Interim Director for the Assessment Team. They are exploring options they want feedback on. Dan Farley said the question is should we switch from the Oaks/Smarter Balanced to SAT/ACT (college entrance examination).</p> <p>One of the primary things we've heard from couple of stakeholders is that we are over testing grade 11. Everyone is concerned about the amount of time the assessments take. At the high school, there is concern about the participation by students. They don't feel it's meaningful and don't see a direct benefit from taking the assessment.</p> <p>In May 2017, did a Request for Information, to ask vendors how they would respond to design features and accountability requirements. Have a summary of what staff heard from the vendors (SAT/ACT), which gave six areas of concern.</p> <ul style="list-style-type: none"> • <u>Alignment</u> to Oregon's content standards. Other states have conducted studies that identified substantial gaps in how well SAT/ACT can cover state standards. We would have to develop items to help fill the gaps. We can develop items, so this is fixable. • <u>Accessibility</u> for students. Accessibility supports by SAT/ACT offer are difficult – we don't know what they are. They have a list of approved accommodations, which can sometimes not result in college reportable scores. Example, ACT is available in Spanish with a cost, but does not count towards college. They approve accommodations on case by case basis, and can take months. • <u>Compliance</u> with ESSA and IDEA. ESSA is related to peer review, being able to demonstrate alignment. IDEA is related to having informed decision making process by IEP teams. • <u>Equity</u> in college reporting and test prep, and resources. We don't have control over which scores are college reportable; the vendors control that. They allow states that use assessments to participate with any assessable accommodation, but they don't report a college score. Test prep resources, tutors and courses – we would have to be | |

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| | <p>careful all students have access to these resources; we would have to solve this issue.</p> <ul style="list-style-type: none"> • <u>Time</u> for test window and scheduling. Currently it's a four month window, and switching would shrink timeframe to a test day, makeup day, and emergency makeup day. Some states have up to five day test window. This is more pressure on scheduling and resources. Will be consulting with districts on this topic. • <u>Cost</u> for implantation and improvement. Initial projections is \$5.8 to \$6.8 million additional per biennium, which would require legislative action. <p>Trying to get feedback from stakeholder on if it sounds like it is worth it. It will require work in all of these areas to make it happen and work for the students. Need to discuss which concerns are valid, and which are not. Cost projection is best a guess, there are development and hidden costs not here.</p> <p>Staff is gathering data with partner districts who are sharing their data on SAT. South Dakota did a study that showed that Smarter Balanced is as predicative, of not more predictive, of college success indicators, than SAT/ACT. Smarter Balanced is standards based and SAT/ACT is a normed based test.</p> <p>Want to get feedback: switch to SAT/ACT or work on predictive validity studies to show Oregon colleges and universities that students that do well on Smarter Balanced also do well in college to increase their use of Smarter Balanced results for admission decisions. Want report done by end of May. Members can stay to write down thoughts after meeting, and we can send out the form electronically. Want to have parent focus groups if anyone wants organize.</p> <p>Will have groups that include parents, high school principals and students. Joyce Harris suggested that members convene a group with parents and have Dan Farley speak.</p> <p>Can students request the PSAT, ACT or SAT count for their OAKS? That is not an option for accountability. They are two different procedures. PSAT is optionally funded by the State, and the other two are not State, they are district.</p> | <p>Smarter Balanced data is available on our website: http://www.oregon.gov/ode/educator-resources/assessment/Pages/Assessment-Results.aspx</p> <p>We can send the form electronically so members can send Dan Farley their responses by email.</p> |
| Public Testimony | None. | None. |
| Wrap-up and Next Steps Chair Joyce Harris | REAP and SEI/POIC will present in June. | None. |
| Adjourn | Adjourned 2:12 p.m. | |

Next Meeting: June 1, 2018 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.