

African American Black Student Success Plan

Advisory Group Meeting Minutes

April 7, 2017 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education

Meeting Scribe: Cynthia Garton

PARTICIPANTS

- Ben Cannon
- Earlean Wilson Huey
- Frank Hanna Williams
- George Russell
- Iris Bell
- Joe McFerrin
- Joyce Harris, Co-Chair
- Lillian Green
- Mark Jackson
- Markisha Smith
- Tony Hopson
- Dr. Yvette Alex Assensoh

- Salam Noor (phone for House Speaker Tina Kotek portion)

Presenters

- Jessica Nguyen-Ventura, ODE
- Dr. Karen Drill, RMC Research
- House Speaker Tina Kotek
- Jon Wiens, ODE
- Colt Gill, CEEdO (for Lindsey Capps)

Members not present

- Abdikadir Bashir
- Abdi Jamac

- Charles McGee, Co-Chair
- Cheryl Myers
- Dr. Joseph Jefferson
- Kali Ladd
- Dr. Karen Fisher-Gray
- Laurie Wimmer
- Lorenzo Poe
- Nkenge Harmon Johnson
- Dr. Reginald Nichols
- Renee Anderson
- Ron Herndon
- Shelaswau Crier

Item	Discussion	Action
<p>Welcome Co-Chair Joyce Harris</p>	<p>Joyce Harris welcomed the group and brought the meeting to order. There is a windy storm, so it was noted that some members might arrive late.</p> <p>Kendra Hughes called roll then Joyce Harris called the first guest to present.</p>	<p>February and March meeting minutes will be held over until the May meeting due to lack of a quorum.</p>
<p>State Board of Education Mission, Vision and Values</p> <p>Jessica Nguyen-Ventura, Executive Officer, State Board of Education</p>	<p>Jessica Nguyen-Ventura introduced herself to the group. She is the Board Administrator for the State Board of Education.</p> <p>Ms. Nguyen-Ventura is here to give information and receive feedback on board policy and process. Information received today will be presented to the Board on May 25. She then gave background about the Board, which has been around since 1951 and exists to adopt rules, adopt content standards and provide leadership/vision for school boards in Oregon. She reviewed current Board members, including voting and non-voting members, and student advisors and noted the Boards work with schools so students receive credit as extra-curricular activity.</p> <p>The Board exists for administrative rules that the Board is dictated to pass. Through the process, it makes sure there is a check and balance process, and that rules are clear and concise.</p> <p>Proposed Mission: provide leadership and vision to Oregon schools and districts by enacting policies</p>	<p>.</p> <p>Kendra Hughes will send the position description for the student role.</p> <p>Question: Is there an interest for parent/community voice? Response: Yes, that is part of the conversation as the Board figures out the goals for the next two years.</p>

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	<p>and practices. Group noted that equity/equitable is not part of the statement. Also noted that accountability was not listed.</p> <p>Proposed Vision: work with relevant stakeholders to create and maintain a public education system that empowers students to reach full potential. Group had discussion around wording “relevant stakeholders.” Last work-session, there were comments about how to capture the board engaging parents, students, educational leaders, stakeholders; the word that came up was relevant. Negative reaction to ‘relevant’ because it suggests irrelevant/exclusion, and stakeholders can be a barrier word – who are the organizations – and can be an institution.</p> <p>The Board last updated mission, vision and values in 2005, so the comments are helpful for guiding future conversations.</p> <p>Proposed Values: operationalize the mission and vision. Currently there are eight proposed values, which may not be the final list. Ms. Nguyen-Ventura reviewed the values and their descriptions: equity, integrity, innovation, empowerment, inclusion, adaptability, and student centered. Group had discussion of the value descriptions and suggested some changes. Suggested values around accountability, collaboration, and reengagement; and respect civil rights of students.</p> <p>Ms. Nguyen-Ventura thanked the Group for their comments and will take them back to the Board.</p>	<p>Suggestion: Promoting equitable educational practices.</p> <p>Suggested extra value for reengagement.</p> <p>Recommended modifying the language: “will work collaboratively and inclusively” (not in isolation).</p> <p>Suggested: add that “the system is transparent”.</p> <p>See slide deck for more information.</p>
<p>African American/Black Student Success Plan Evaluation Model</p> <p>Dr. Karen Drill, RMC Research</p>	<p>Joyce Harris invited next presenter, Dr. Karen Drill from RMC Research.</p> <p>Dr. Drill introduced herself and noted she had not been with the Group since December/January and asked the Group to introduce themselves to her.</p> <p>Dr. Drill provided an update on the evaluation model which focused on where they are and where they are going.</p> <p>First step in making an evaluation was to develop a logic model (passed out to each member) with each grantee. Key aspect of the evaluation model was the unique aspect of each agency, who they support and their approach to meeting outcomes, so the</p>	

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	<p>evaluation could not be one size fits all. RMC Research wanted to create a case study that is unique to each grantee; includes story of what each grantee has been involved in this year, facilitators, implementation, barriers, successes and lessons learned.</p> <p>RMC Research staff has met three-four times with each grantee to ensure alignment of project goals and evaluation. Dr. Drill reviewed the four logic models.</p> <p>REAP Expansion Project (REAP USA): conducting focus groups at two schools to gather perspective on activities they have been participating in and how influence perception of school leadership; interviews with principals at the two schools; survey with site coordinators; and providing analysis of REAP school climate survey.</p> <p>African American/Black Student Success Project of Multnomah County (SEI): conducting group interview with leaders of both groups; focus group with SEI in-school coordinators; focus group with parents working with SEI parent coordinator; interview with POIC case manager; and focus group with young adults receiving services from POIC.</p> <p>Black African Student Success Project (IRCO): uses ecological systems framework because the project touches on multiple levels of systems and has a comprehensive support network. Conducting focus groups with parents in five languages/translations/translators; staff interviews; focus groups with youth; and survey for school staff.</p> <p>From Bars to Bridges: conducting three focus groups, with detained boys, detained girls and a third group; hosting community event for youth who are out with survey about their transition experience; staff interviews; and focus groups with juvenile justice personnel.</p> <p>Grantees can choose among three outcomes to achieve: Parent Engagement, Transitions and Chronic Absenteeism, ultimate goal is graduation.</p> <p>Data collection starting soon that lasts two weeks and then will review the case studies with Kendra Hughes and each grantee.</p>	<p>Suggestion: try not to use the term "sub-community," find another term; discuss with grantee first.</p> <p>Tony Hopson Sr. requested practice-based v. evidence-based on agenda for further discussion.</p>

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<p>Conversation with House Speaker Tina Kotek</p> <p>Co-chair Joyce Harris House Speaker Tina Kotek</p>	<p>Joyce Harris introduced House Speaker Tina Kotek, who came to converse and share information. Dr. Salam Noor attended this portion via phone.</p> <p>One of the objectives of the Group is how to move forward with the grantees. If making progress, it doesn't make sense to go after a new bid.</p> <p>Agreed that ideally we shoot for \$5 million; realistic goal is meeting current service level. Since we had \$3.2 million for first biennium, may have to ask for \$6 million. Will remind Representative Jodi Hack that \$6 million would be full service level. Salam Noor noted that they didn't spend the \$3.2 until the second year.</p> <p>Joyce Harris paused the conversation and had the Group introduce themselves to Tina Kotek.</p> <p>Ben Cannon thanked the Group, because the Plan leverages getting students into higher education.</p> <p>Salam Noor thinks that one year is not enough – had planned on multiple years. Agrees that all projects could replicate. Should explore expanding the reach of \$3.2 million. Maybe facilitate conversations between the four grantees and groups that are interested in joining, to expand the reach. Or maybe set aside amount of small money for new projects, while supporting the four core projects.</p> <p>House Speaker Tina Kotek thanked the Group and stated we should ask for what we need and make sure this work is integrated with other efforts. May need help with what the budget looks like. Joyce Harris thanked her for coming said she has a standing invitation to return.</p> <p>Discussion of how to pass along funding. Salam Noor said it depends on what our funding is and discussions House Speaker Tina Kotek has. \$6 million opens the conversation. Ben Cannon noted that the money was spent in the second year, so the true service level is \$6 million; more is needed to expand. Salam Noor thanked the Group for their work then hung up.</p>	<p>Question: how to build on this success. Don't water down what we are doing – if we try to please everyone and every grade level, will not be successful; should build on what we are doing.</p> <p>Question: How do we take this good work and maximize it - not reinvent? Identify proven practices; the grantees were selected because they have good track records. There's urgency to capture best practices, replicate and scale up. Challenge is geographical representation; Legislators are talking to Salam Noor that there needs to be grants across the State. Could talk to grantees to facilitate discussions with other groups/regions, to expand. Tony Hopson Sr. and Mark Jackson reiterated that it would need to additional money on the table beyond the \$6 million.</p> <p>Question: Are Legislators asking the question as it relates to African Americans? Yes they are talking about providing services to students and their regions; groups that need concentrated services. Tony Hopson Sr. thinks that SEI is the solution; can sit down and replicate what they've done for other regions.</p> <p>Request to have further discussion budget impacts the Equity Team.</p>

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Lunch	Group had a quick Networking lunch.	None.
<p data-bbox="87 224 490 327">African American/Black Student Success Plan Indicators and Goals</p> <p data-bbox="87 369 490 436">Jon Wiens, Oregon Department of Education</p>	<p data-bbox="539 224 1144 478">Dr. Markisha Smith presented background on the small group meeting held in March; the draft is now based on that meeting. Jon Wiens is here to talk about some of the context of where we landed. He introduced himself as the Director of Accountability and Reporting and has worked with Dr. Smith to draft some goals as starting points.</p> <p data-bbox="539 506 1144 722">Jon Wiens gave background on ESSA goals, for context, because trying to align efforts within ODE. Goals based on data from a year ago. Plan goals: have option to shorten timeframe and aim long term goal higher. It's Group's decision to set goals, and to what degree want the Plan to align with ESSA.</p> <p data-bbox="539 749 1144 966">Jon Wiens has been dealing with State data for almost 10 years. In the last 10 years, has not seen terribly significant progress in closing the achievement gap. But, has seen progress in four year cohort graduation rate for African American and Hispanic students, and Freshman on Track.</p> <p data-bbox="539 993 1144 1247">Joe McFerrin would like to see graduation rates based on school. That way our recommendations are data driven. We have graduation rates for schools, and can pull and drill down for the Group. Do not have crediting data. There is a Bill to collect crediting data, and then would start an annual collection.</p>	<p data-bbox="1170 770 1453 840">See slide deck for more information.</p>
<p data-bbox="87 1283 490 1350">African American/Black Student Success Plan Review</p> <p data-bbox="87 1392 415 1459">Dr. Markisha Smith, Oregon Department of Education</p>	<p data-bbox="539 1283 1144 1350">Dr. Smith reviewed the edits/changes from the last meeting.</p> <p data-bbox="539 1377 1144 1486">Page 30: took information from Educator Equity Report for a baseline of African American educators compared to students in the state.</p> <p data-bbox="539 1514 1144 1696">African American students who had at least one black teacher, had 30-35% higher rate of graduating than those who did not. May need to tweak the language of objective. White students and students of color benefit from having black teachers.</p> <p data-bbox="539 1724 1144 1871">Page 31: literacy outcomes increased, baseline and metric stayed the same. Increasing percentage/target, to 6.8, not the length of time. Decided need to continue outcome conversation at next meeting.</p> <p data-bbox="539 1898 1144 1967">We need to make sure we continue to provide advice and advocacy to get children to a state</p>	<p data-bbox="1170 1316 1498 1425">May need to talk about who benefits from educator diversity in classroom.</p> <p data-bbox="1170 1537 1511 1791">Put continuation of this conversation on agenda for May. Note where changes were made to the plan, as well. Everyone needs to take a look at it and write down questions.</p> <p data-bbox="1170 1902 1492 1971">Lillian Green can send language for P-K programs</p>

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	<p>where we can say we have done our job.</p> <p>Dr. Smith noted other changes made: funding on pages 37-40; page 20 has graduation the graphic from Chief Ed Office – Jon Wiens can disaggregate the data and Dr. Smith can work with Chief Education Office on new graphic; page 21, added information on immigrant students – would like to discuss later if this page is the right place; messages from agency heads; and other updates.</p> <p>Spoke about the work that Lillian Green and Ben Cannon are doing, providing clarity for ELD/HECC.</p>	<p>Outside of elementary schools.</p> <p>Kendra Hughes will send an electronic copy of the Plan and note the changes. Please use track changes and send comments to Kendra Hughes who will manage the edits.</p> <p>Ben Cannon and Lillian Green will send content specific to their divisions.</p>
<p>Public Testimony – Co-chair Joyce Harris</p>	<p>Stephen Fowler provided public testimony. Mr. Fowler thanked the Group for having him. Mr. Fowler is a Co-Project Manager for Teaching With Purpose (TWP). He gave some backstory – recently released from Oregon Youth Authority; he considers it intense training and personal development. He realized he did not have teachers or people to motivate him to do greatness; maybe trajectory could have been different if had support. Notes that many black students go through this system without that support/teacher – but what if all your teachers are the ones that care? This could change the trajectory of each student where they think they belong. Realized he was not a good student, but loved to learn. Got opportunity with TWP. Wanted to get out and get involved, TWP is that outlet. TWP gives annual conferences in October, grows each year. Does lecture series each month. Sees the importance in this work because he was one of the kids. Mr. Fowler appreciates the passion that the group has. Been working on SB 204. The point is to empower kids, not just get them to graduate, but tell them about the world after high school.</p>	<p>Mr. Fowler is looking for collaboration opportunities. Several Group members spoke to him after his testimony to provide support as he reenters the workforce.</p>
<p>Wrap-up and Next Steps Co-chair Joyce Harris</p>	<p>Next meeting is May 5, 2017 from 9:00-2:00 at ODE.</p> <p>Kendra Hughes shared personal update: She has resigned from ODE and accepted job at NWRESD. She will be at the next couple meetings. Group thanked her for her dedication and professionalism.</p> <p>Joyce Harris received an email from Ron Herndon; he will be going to China with others at Head Start to discuss the Albina Head Start and Guiyang</p>	<p>None.</p>

Item	Discussion	Action
	Preschool Education College Partnership. This is a wonderful opportunity for both preschools.	
Adjourn	Adjourned 1:50 p.m.	

Next Meeting: May 5, 2017 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.