

**African American Black Student Success Plan**  
**Advisory Group Meeting Minutes**  
**June 2, 2017 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education**

**Meeting Scribe: Cynthia Garton**

**PARTICIPANTS**

- |   |   |   |
|---|---|---|
| <input checked="" type="checkbox"/> Abdikadir Bashir        | <input checked="" type="checkbox"/> Mark Jackson (phone)  |   |
| <input checked="" type="checkbox"/> Cheryl Myers            | <input checked="" type="checkbox"/> Dr. Markisha Smith    | Members not present                               |
| <input checked="" type="checkbox"/> Charles McGee, Co-Chair | <input checked="" type="checkbox"/> Nkenge Harmon Johnson | <input type="checkbox"/> Abdi Jamac               |
| <input checked="" type="checkbox"/> Earlean Wilson Huey     | <input checked="" type="checkbox"/> Dr. Reginald Nichols  | <input type="checkbox"/> Ben Cannon               |
| <input checked="" type="checkbox"/> George Russell          | <input checked="" type="checkbox"/> Renee Anderson        | <input type="checkbox"/> Frank Hanna Williams     |
| <input checked="" type="checkbox"/> Iris Bell               | <input checked="" type="checkbox"/> Shelaswau Crier       | <input type="checkbox"/> Laurie Wimmer            |
| <input checked="" type="checkbox"/> Joe McFerrin (phone)    | <input checked="" type="checkbox"/> Tony Hopson           | <input type="checkbox"/> Lorenzo Poe              |
| <input checked="" type="checkbox"/> Joyce Harris, Co-Chair  |   | <input type="checkbox"/> Ron Herndon              |
| <input checked="" type="checkbox"/> Dr. Joseph Jefferson    | Guest/Presenter   | <input type="checkbox"/> Salam Noor               |
| <input checked="" type="checkbox"/> Kali Ladd (phone)       | Dr. Darryl Tukufu   | <input type="checkbox"/> Dr. Yvette Alex Assensoh |
| <input checked="" type="checkbox"/> Dr. Karen Fisher-Gray   | DeShawn Williams  |   |
| <input checked="" type="checkbox"/> Lillian Green           |   |   |

Item	Discussion	Action
<p><b>Welcome</b>            Co-Chair Joyce Harris            Co-Chair Charles McGee</p> <p><b>New Business</b>            Review and approve 2/3, 3/3, 4/7, 5/5 meeting minutes            REAP Expansion Project Update            African American/Black Student Success Plan Presentation            Project Charter            Services for African Immigrant English Learners</p>	<p>Kendra Hughes started the meeting by passing out past meeting minutes for the Group to look over. Charles McGee then called the meeting to order, and the Group gave a short description of themselves to Dr. Darryl Tukufu.</p> <p>Darryl Tukufu introduced himself as the Assistant Superintendent of office of Equity, Diversity and Inclusion and gave some information about himself. He noted that Dr. Salam Noor wasn't able to attend; he will take information presented back to him.</p> <p>The Group reviewed minutes from the February, March, April and May meetings. Abdikadir Bashir wanted to see SEI acquisitions/credit recovery added to May 5 minutes. Kendra Hughes noted that the Title III staff member could not make the meeting, and hopes the Group can develop some questions for her to speak on at the September meeting. Joyce Harris has grammatical changes comments that she'll talk to Cynthia Garton about.</p> <p>Group approved minutes with the adjustments to the May 5 minutes. The February, March and April minutes were approved as well.</p> <p>Joyce Harris welcomed the audience, thanked them for attending, and asked if anyone was signed up for testimony.</p>	<p>Kendra Hughes or Dr. Markisha Smith will add acquisitions to the SEI/POIC remarks in the May 5 minutes.</p>

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<p><b>Project Updates</b></p> <p>REAP Expansion Project, Mark Jackson</p>	<p>Joyce Harris welcomed Mark Jackson to give his project update with DeShawn Williams.</p> <p>REAP is a year-round multicultural youth leadership program. Focuses on attendance and chronic absenteeism, parent/family engagement, and transition. Have seen reduction in discipline incidences.</p> <p>PD is important for teachers, so they can actively engage with the students, build relationships, to understand where they are coming from so they can meet the benchmarks in educational goals.</p> <p>Transitions: staff on the ground in schools every day to provide variety of support. It's about youth voice; having them recognize that they are not the problem, but the solution - engage their voice to move forward and change culture of the school.</p> <p>Goal to retain and serve 224 students. They serve 320 students; have exceeded the goal. Also have 450 non-black students benefit from the work. Goal to have four quarterly trainings; provided 13. Goal for climate survey administered by students; have done five surveys that helped school administration prioritize gaps in need areas around PD work, practice, policy and intervention strategies.</p> <p>There are significant gaps in achievement and resource allocation. This work creates a conversation that calls out those gaps. We have the opportunity to change the narrative.</p> <p>Mark Jackson then showed a video that shows what happens on the ground and how REAP has benefited schools in the program.</p> <p>Kali Ladd asked for clarity on what afterschool programs look like and how climate surveys impacts family engagement. Mark Jackson noted this was presented at the winter presentation.</p> <p>Joe McFerrin asked about absenteeism data; have access to academic achievement? Receiving the data in real time is a barrier; hope to have by the time school year ends.</p> <p>Discussion of quarterly data presentations. Iris Bell suggested that individual student data based on students grantees are working with. Request for this data should be in the recommendations in the Report, and should make sure Salam Noor is aware</p>	

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	<p>and the two legislatures are aware. Lillian Green suggested three tires of data collection requests: individual student level within the programs, school/district level, and statewide level analysis that can be broken down. Approved by the Group.</p> <p>See Slide Deck for more information.</p>	<p>Kali Ladd has statewide report on achievement gap, some discipline rates and lack of teachers. Can send to Charles McGee, Joyce Harris and Markisha Smith to send to Group.</p>
<p><b>African American/Black Student Success Plan Recommendations</b></p> <p>Overview of the AG Process – Joyce Harris &amp; Charles McGee</p> <p>Early Childhood to Kindergarten Kindergarten to Grade 3 Grade 4 to Grade 8 Grade 9 to Grade 12 Higher Education</p>	<p>Joyce Harris asked Kendra Hughes to lead into the presentation with introductions. The hope was to have the sponsors of the bill attend, so we may have to arrange going across the street and have this be a dress rehearsal. Kendra Hughes noted that because the meeting is being recorded, we can also share this dress rehearsal. This is opportunity for the resource teams to share where they landed.</p> <p>Early Childhood to Kindergarten: Lillian Green noted that they started with a list of seven to eight objectives and narrowed down to the four. Wanted to look at how are we questioning the system, and asking the system to look at how they are supporting students and the early learning providers. Wanted it to speak early learning and the transition to K-12 system. Team discussion point: why does someone who is effective and goes through PD have to have a BA? Trying to enhance what transition looks like going from home-based programs to K-12, and ensuring there are ways to engage parents into the transition. Need to take a critical eye to the shifting demographics in our state, and what does the transition into K-12 system look like for newcomers who have little formal schooling. Elephant in the room: for the goals, when looked at the outline, realized they did not have metrics. They have aspirational objectives; didn't want objectives to be dictated by the data. Will identify baseline metrics for measurement, and bring for approval.</p> <p>Kindergarten to Grade 3: George Russell mentioned the team wondered if they should be a PK-3 team. If we want to start from a system standpoint of early childhood as important to the education system, then we should think of strategies. There are some consistent through lines from Early Learning through Higher Education. Spoke about kids need to see kids that look like them early on, and noted that the gap of teachers of color is actually widening. Team talked about using Teach In Oregon as a way to increase diversity. Need to provide PD to HR staff, and to ensure there are</p>	<p>Early Childhood to Kindergarten team members: Joyce Harris, Lillian Green, Kali Ladd, Monique Joseph, Megan Irwin and Ron Herndon.</p> <p>Kindergarten to Grade 3 team members: George Russell, Frank Hanna Williams, Markisha Smith, Charles McGee, Rob Saxton and Jennifer Ware.</p>

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	<p>diverse hiring panels. What message does it send that black teachers/administrators are leaving or not moving up in the system? Feels that sometimes culturally responsive is to make white teachers better able to deal with black students. Need to have family engagement nights that are authentic so parents feel they are partners and that the school accepts/believes that. Need to build a consistent approach and align a pathway between early childhood and K-3. Grade school and early learning teachers need to have a relationship and communication pathway to talk about the students. Noted strategies around through line for newcomer students.</p> <p>Grade 4 to 8: Dr. Karen Fisher-Gray said that the action the team called out early on was using CBO's as partners, mentors and consultants. The team discussed what is working for kids, what is working to move the dial for the schools. Another discussion point is absenteeism - if they are not in school, they are not learning. Understanding cultural differences counts - culture matters. How do we get that into our work around absenteeism? Also talked about PD for all staff around culturally specific and restorative justice-based practices, and positive behavior support. And working on decriminalization the language staff uses - their response to students matters. Talked about recruitment and retention of racially diverse teachers, as well as promotion to positions of authority. Talked about culturally responsive and relevant family engagement, and the need for highly trained culturally responsive counselors; it's important for student's to have someone to talk to in middle school.</p> <p>Joyce Harris said that resource teams need to take a look at the metrics they have and make them metrics that we can stand behind. Charles McGee said that can use a relative-rate index. Shelaswau Crier suggested a relative index by state and by district.</p> <p>Grade 9 to 12: Tony Hopson Sr. noted that this is the area that gets the most focus, because when talk about graduation it's about high school and not grade school or middle school, even though all of them are important and impact graduation rates. We have some of the worst graduation rates in the country; fourth from the bottom. Part of why we're here is why we are the bottom, because Oregon</p>	<p>Joyce Harris directed those with recommendations/ questions for the resource teams, to engage with them.</p> <p>Grade 4 to 8 team members: Karen Fisher-Gray, Charlene Williams, Lorenzo Poe, John Scott and Laurie Wimmer.</p> <p>Grade 9 to 12 team members: Renee Anderson, Iris Bell, Joe McFerrin II, Mark Jackson, Tony Hopson Sr. and Shelaswau Crier.</p>

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	<p>cannot educate poor children, children of color and children with disabilities. We tend to work in silo, and while have some local successes, we don't have statewide success with moving dial for graduation rates. Need teacher training, mentors to guide teacher growth, more teachers of color and more bilingual teachers. Need to provide PD across core content areas, collaborate with resettlement agencies and refugee programs, and implement credit recovery strategies.</p> <p>Need to invite Lindsey Capps, hear how she identifies funding. How do other committees/bills where African American/Black students are impacted, how are addressing it without talking to this Group. Where does the funding go and who gifts it? Will put in the recommendations.</p> <p>Iris Bell said there should be something that speaks to students in OYA facilities; their education is that they are ready and prepared to reengage in the community. Suggested to use "students and youth," not just "student," because it brings the other students to the table; engages those out of school, dropped out, or in alternative setting.</p> <p>Higher Education: Dr. Reginald Nichols said the broader focus needs to be pre-K through college graduation. Team discussion: looked at families students come from, the readiness of families and students, looked at pathways and thought about how to embarrass first generation students going to college and new students entering Oregon, looked at best practices for students, looked at Institutions – how to make colleges ready for students, and how colleges/universities welcome students, and welcome faculty of color. Need to get the students into post-secondary education, and keep them in; one problem is students have credits, but they don't go toward a major and then students don't have money for the classes/credits needed to graduate. Need to identify best practices for persistence. Look at culturally responsive observation forms (teacher and classroom). Ensure 40 percent of students complete an associate's degree or certificate within three years; important to have incremental success markers as well, not just focus on Bachelors.</p> <p>Kali Ladd said need to be intentional on how we fund and go beyond typical higher education funding, to support the needs of students. Lillian</p>	<p>Lindsey Capps should be here to answer these questions.</p> <p>Request to have ODE staff present about education for students in OYA.</p> <p>Send questions to Earlean Wilson-Huey, she will take to OYA African American Advisory Group meeting.</p> <p>Higher Education team members: Ben Cannon (Cheryl Myers), Yvette Alex Assensoh, Reginald Nichols, Nkenge Harmon Johnson, Earlean Wilson-Huey and Joseph Jefferson.</p> <p>Kendra Hughes will add LEA listed as accountability partner/Plan to be used by</p>

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	Green suggested a holistic approach that shows breakdown of what is paid for with scholarships.	LEAs, and institutions of higher education.
<b>Networking Lunch</b>	<p>Group took a break to eat before the Higher Education presentation. There was a cake celebration for Kendra's last day at ODE. She was thanked for her contributions thus far. She'll be back as a member when the Group reconvenes.</p> <p>Markisha Smith hopes to refill the position, but it depends on the Department's direction when it comes to hiring.</p>	None.
<p><b>African American/Black Student Success Plan Project Charter</b></p> <p>Dr. Markisha Smith, Oregon Department of Education</p>	<p>Markisha Smith shared the public charter she started working on; there are track changes to look at where there needs to be revision.</p> <p>Having a charter and strong purpose solidifies why we have this advisory group. It should support the work we are doing and the voice the Group brings.</p> <p>Iris Bell suggested we keep student data in the charter, so we can keep it in front of people and we don't lose sight. If the data changes, bring the charter up to date. Joyce Harris sees this as being a project charter that is updated/maintained.</p> <p>Cheryl Myers brought up social/economic growth bullet on second to last page; suggested capturing in a separate bullet and having it be part of the purpose. This is about creating productive and contributing members for Oregon.</p> <p>Lillian Green wonders if we should end with "we have an ethical and moral obligation to make sure our children are being served, and we have not done that." Leading with this may be an asset.</p> <p>Joyce Harris asked everyone to take a look at the charter and if have comments, to make them. This charter reflects how and why the Group was created, reflected by the bill. Next step is where do we go from here? How do we provide guidance to the Department, our grantees, and to anyone else interested in promoting African American/Black student education?</p> <p>Question was brought up about Group membership and who are we missing. Joyce Harris said that Darryl Tukufu needs to be in on this. May need to think about reduction in membership, and may poll those who have been active and they may feel they</p>	

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	<p>are ready to move on to something else. It's okay if members are ready to step off.</p> <p>Iris Bell suggested identify bills/committees, give to sponsors and ask how the legislation impacts us and how we can work with them.</p>	<p>Request to sponsors should come from Co-Chairs. Joyce Harris wants email of key points; will go out Monday.</p>
<p><b>Public Testimony –</b> Co-chair Charles McGee</p>	<p>Joyce Harris invited the two audience members who signed up, given three minutes to speak.</p> <p>Stephen Fowler: Has worked for Teaching With Purpose as a project manager for six months. Last time came, spoke about his story. Thanked the group for supporting TWP, which gives professional development for educators and community members around cultural responsiveness through a cultural responsive lens. There is a summit coming up this month, June 15-16: Hip Hop Education Summit. Need to educate youth/kids in ways they relate to and identify with. This summit allows kids to see elements of hip hop, which was created by an oppressed people to educate our people. There are 0.5 black male educators; want to foster kids to see themselves with who get educated from, and work with groups that think the same way. Feels this Group cares about this work.</p> <p>Cynthia Richardson: Currently principal of North Salem High School (for past seven years), prior was at McKay High School for seven years, and before that Adam Stephens Middle School. Has been in Salem for 20 years; has been a struggle. She feels that the time is now, and Group is good at doing the right work. We need more of this and more support in the schools. She is here because she has been named as Director of Equity, Access and Advancement for Salem-Keizer School District, starting July 1, appointed by the Superintendent. She needed this information to be successful in the work she's been appointed to do. Would love to be part of this work in some way to share first hand her experience in schools in Salem-Keizer. Our students need to see more people who look like them, who have struggled like them and have overcome, and are able to help them overcome.</p> <p>Joyce Harris said the door is always open and if there is something they need to share, let us know and we can add it.</p>	<p>Need to add to bill: have pathways for African Americans who have degrees (but not in education).</p>
<p><b>Wrap-up and Next Steps</b></p>	<p>Joyce Harris noticed that the Group members get letters of appointment, the current letter has them in</p>	<p>None.</p>

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Co-chair Joyce Harris	<p>the role until June 30, 2017. They keep getting more time/extended.</p> <p>Darryl Tukufu wants to make sure they are intact and meet quarterly. From what he's heard today, he wants to have a strong group and maybe expand to include other areas/regions. End of this month, will know more about funding. Will look over the recommendations and hopes members will be available in case he needs to call for assistance/help.</p> <p>Joyce Harris wants the terms of service extended to December at least. Maybe update membership as needed. Need to ask the question: of the current active members, who is ready to step off?</p> <p>Discussion of who will facilitate the group now the Kendra Hughes is leaving. It is Markisha Smith, but the Group feels she needs more help. Need to look at filling the position.</p> <p>This is not the last meeting, we're taking a break.</p> <p>Tony Hopson Sr. suggested creating a support group that people can use to meet up and help each other, get to know each other. Joyce Harris said we can convene a meeting and invite people from around the state. We should connect with people, let them know what we're doing and support them.</p>	
<b>Adjourn</b>	Adjourned 1:50 p.m.	

Next Meeting: September 1, 2017 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.