
HB 2016:

African American/Black Student Success Plan



Progress Report

OREGON DEPARTMENT OF
EDUCATION

January 2016

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African American/Black Student Success Plan Progress Report

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Executive Summary

In 2015, the Oregon Legislature enacted House Bill 2016, which directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The bill directs the ODE to convene an advisory group comprised of members of the African American/Black community and other stakeholders from across the state to provide guidance to the department regarding the plan.

As noted in Section 2 of the bill, the Department of Education shall submit a report, in the manner provided by ORS 192.245, concerning the progress of the statewide education plan developed under section 1 of this 2015 Act to an interim committee of the Legislative Assembly related to education as appropriate no later than January 1, 2016. This document serves as the progress report requested in the legislation of House Bill 2016.

The Oregon Department of Education was instructed to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The plan will address all indicators of student success and will:

- decrease the disproportionate rate of disciplinary incidents;
- increase parental engagement;
- increase the engagement of students in educational activities before and after regular school hours;
- increase early childhood and kindergarten readiness;
- improve literacy and numeracy levels between kindergarten and grade three;
- support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance;
- support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- support the development of culturally responsive curricula from early childhood through post-secondary education;
- increase attendance of plan students in community colleges and professional certification programs; and
- increase attendance of plan students in four-year post-secondary institutions of education

African American/Black students continue to experience historical and persistent deficiencies in early childhood, youth development, K-12 and higher education settings. They lack a culturally diverse professional teaching core and/or culturally responsive instruction. Gaps in student achievement and opportunities continue as well as disproportionate rates of discipline.

Historical and persistent challenges facing African American/Black students negatively impact P-20 education, business development, housing and employment opportunities, and social and economic growth for the state of Oregon. Based on the newly-released *Statewide Report Card: Annual Report to the Legislature on Oregon Public Schools*, the gap between African American and Black students and their grade level peers continues to exist in academic assessments, high school graduation rates, discipline referrals, and other academic indicators. For example, in 2009-2010, African American/Black students made up 2.8 percent of the student population and 5.6 percent of the discipline incidents across the state. In 2011-2012, African American/Black students made up 2.5 percent of the student population and 5.3 percent of the discipline incidents across the state (ACLU, School-to-Prison Pipeline, 2010). These percentages have not improved for the 2014-2015 school year where 5.5 percent of the total students enrolled had one or more incidents while 9.7 percent of African/Black students had one or more incident. The table below highlights that achievement and graduation gaps for African American/Black students persist. Source: *Statewide Report Card: Annual Report to the Legislature on Oregon Public Schools*, 2015.

Grade Level/ Subject	All Students	African American/Black Students
3-5 ELA	51.1%	32.4%
6-8 ELA	56.4%	37.2%
11 ELA	68.5%	46.5%
3-5 Math	44.8%	23.3%
6-8 Math	42.5%	22.2%
11 Math	31.6%	13.2%
Graduation 4yr	72%	60.2%
Graduation 5yr	75.9%	66%

Advisory Group and Community Engagement

Per the direction of the bill, an advisory group to guide the work of the plan has been created. Dr. Salam Noor appointed Joyce Harris, Manager of Community Engagement at Education Northwest, and Black Parent Initiative President and CEO Charles McGee to serve as co-chairs of the advisory group. More than 30 community members accepted invitations to serve on the advisory group. The advisory group has met four times over the past three months and has started identifying goals and priorities by age group.

Oregon Department of Education staff, in collaboration with advisory group members, community-based organizations, school districts and universities started planning statewide community engagement meetings to ensure stakeholder voice is included in the Student Success Plan. Community engagement meetings are scheduled for Portland, Eugene, Salem, Medford, Pendleton and Ontario, during the months of January and February.

The African American/Black community has joined in the effort to identify promising practices and programs as well as solutions to narrow the gap and advance the academic achievement of African American/Black students. Community members are focused on improving organizational relationships, collaborating on promising practices, sharing data and holding community-based systems accountable for producing positive measurable outcomes for African American/Black students.

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Progress Report

Year I Planning

Dr. Salam Noor, Deputy Superintendent appointed Joyce Harris, Manager of Community Engagement at Education Northwest and Charles McGee, the President and CEO of The Black Parent Initiative as Co-chairs of the African American/Black Student Success Plan Advisory Group.

Dr. Noor invited more than 30 community members from Oregon representing P-20 education, youth advocacy, health care, community based organizations, parent advocacy, and social justice organizations. Twenty-eight individuals from across the state accepted the invitation to serve on the advisory group.

The African American/Black Student Success Plan Advisory Group members have engaged in an open, collaborative process and are working diligently to discuss and identify challenges and opportunities that will inform the recommendations that will improve student outcomes across all academic indicators. As a group, members have achieved unity of thought and purpose in developing a statewide education plan for African American and Black students.

Community Collaboration and Partnership for African American/Black Student Success

The African American community has joined in the effort to identify promising practices and programs as well as solutions to narrow the gap and advance the academic achievement of African American/Black students. Community members are focused on improving organizational relationships, collaborating on promising practices, sharing data and holding community based systems accountable for producing positive measureable outcomes for African American/Black students.

Several well-known community based organizations are now partnering on a major RFP in Multnomah County and conversations are occurring around lessons in the metro area that might be easily applied in other counties such as Lane County where a significant number of African American/Black students reside.

The community is also working on building its capacity to utilize a collective impact approach to addressing student achievement. This approach which employs the concepts of a shared vision for change, a common understanding of the problem, and a joint approach to solving it, is being embraced by community members and community-based organizations working with African American/Black students and families. The approach also calls for mutually reinforcing activities and shared measurements which help to insure positive outcomes for those receiving and benefitting from provided services.

African American/Black Student Success Plan Advisory Group

Renee Anderson Retired Math Teacher Portland, OR	Dr. Yvette Assensoh University of Oregon Eugene, OR
Iris DeGruy Bell (Education Cabinet Member) Youth Development Council Salem, OR	Shelaswau Crier Willamette University Salem, OR
Ben Cannon (Education Cabinet Member) Higher Education Coordinating Commission Salem, OR	Dr. Karen Gray Parkrose School District Portland, OR
Joyce Harris Education Northwest Portland, OR	Ron Herndon Albina Head Start Portland, OR
Tony Hopson Self Enhancement Inc. Portland, OR	Megan Irwin (Education Cabinet Member) Early Learning Division Salem, OR
Mark Jackson REAP Inc. Portland, OR	Nkenge Harmon Johnson Urban League of Portland Portland, Oregon
Dr. Joseph Jefferson, D.M.A. Treasure Valley Community College Ontario, OR	Monique T. Joseph Parent Hillsboro, OR
Kali Ladd Kairos Charter School Portland, OR	Joe McFerrin II Rosemary Anderson High School Portland, OR
Charles McGee The Black Parent Initiative Portland, OR	Dr. Reginald T. W. Nichols Warner Pacific College Portland, OR
Lorenzo Poe Portland Public Schools Portland, OR	George Russell Retired Superintendent Eugene, OR
Rob Saxton Northwest Regional Education Service District Hillsboro, OR	John Scott Salem-Keizer Education Association Salem, OR
Dr. Markisha Smith Oregon Department of Education Salem, OR	Jennifer Ware Health Care Coalition of Southern Oregon Medford, OR
Dr. Charlene Williams Portland Public Schools Portland, OR	Frank Hanna Williams Tillamook Family Counseling Center Tillamook, OR
Earlene Wilson-Huey Parent Albany, OR	Laurie Wimmer Oregon Education Association Portland, OR

The African American/Black Student Success Plan Advisory Group met four times over the course of three months, with meetings lasting nearly five hours each. The meetings have included rich and engaging dialogue on challenges and opportunities for African American and Black students and their families across the state. Group members have shared personal and professional experiences on promising practices to address the chronic disparities in early childhood education, youth development, K-12 and higher education environments, strategies to increase family engagement, and to create culturally responsive teaching and learning communities where all students feel valued and welcome. Much of the conversation at meetings has centered on the importance of closing opportunity and achievement gaps and creating access to culturally responsive pedagogy for African American and Black students in Oregon. Additionally, each meeting featured a presentation by Oregon Department of Education staff. Staff members presented data on the topics of student achievement, graduation completion, dropout, special education referrals, talented and gifted programs by race/ethnicity, and the educator equity report.

Advisory Group members received a copy of the draft *Operational Framework* (below) for the bill. The framework was developed by community members as guidance on considerations for the Student Success Plan. Using the framework, Advisory Group members were divided into resource teams based on their experience and expertise in each field of study. Resource teams were created by the following student age groups: Early Childhood to kindergarten; kindergarten to Grade 3; Grade 4 to middle school; Grade 9 to 12; and higher education. Advisory Group members are discussing the needs of these student groups while considering rural, suburban and urban demographics and the additional challenges or barriers that may be a factor. Resource teams meet independently of the monthly advisory group meetings. The public notice, agenda and minutes for each meeting are hyperlinked in the appendix.

- Friday, 23 October 2015 at the Oregon State Library
- Friday, 6 November 2015 at the Oregon State Library
- Tuesday, 17 November 2015 at the Chemeketa-Eola Viticulture Center
- Friday, 4 December 2015 at the Oregon Department of Education
- Friday, 8 January 2016 at the Oregon Department of Education
- Friday, 5 February 2016 at the Oregon Department of Education
- Friday, 4 March 2016 at the Oregon Department of Education
- Friday, 6 May 2016 at the Oregon Department of Education
- Friday, 3 June 2016 at the Oregon Department of Education

Resource Team	Members
Early Childhood to Kindergarten	Kali Ladd Ron Herndon Megan Irwin (Education Cabinet Member) Joyce Harris Monique Joseph
Kindergarten to 3rd Grade	George Russell Frank Hanna Williams Dr. Markisha Smith Charles McGee Rob Saxton Jennifer Ware
4th Grade to Middle School	Dr. Karen Fisher Gray Dr. Charlene Williams Lorenzo Poe John Scott Laurie Wimmer
9th Grade to 12th Grade	Renee Anderson Joe McFerrin, II Mark Jackson Iris Bell (Education Cabinet Member) Tony Hopson Shelaswau Crier
Higher Education	Ben Cannon (Education Cabinet Member) Dr. Yvette Assensoh Dr. Reginald Nichols Nkenge Harmon Johnson Donnell Harris Earlean Wilson-Huey Dr. Joseph Jefferson

Bold denotes team coordinator

Draft Framework

The draft framework was created based on feedback from African American/Black community members across the state. The framework was presented during the developmental stages of House Bill 2016 and will continue to be the foundation for each resource team to create priorities and recommendations for the African American/Black Student Success Plan.

The work of the advisory group, to date, has included understanding the intent of House Bill 2016, organizing in resource teams based on areas of expertise, and identifying goals and resources along the early childhood to post-secondary continuum connected to the intentions of House 2016. The next step is for advisory group members, within their respective resource teams, to use data to create metrics for the goals created in the draft framework below. The comprehensive framework will include relevant data, goals, metrics, and promising practices.

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<p>African American/Black Student Success Plan Advisory Group Early Childhood to Kindergarten Resource Team</p>
<p>Team: Joyce Harris, Ron Herndon, Megan Irwin, Monique Joseph, Kali Ladd</p>
<p>Goals:</p> <ol style="list-style-type: none"> 1. Increase early childhood readiness for kindergarten 2. Support culturally responsive pedagogy, curriculum and investments 3. Use culturally responsive home visiting supports 4. Adjust standards/requirements for quality ratings for early learning programs to include experience, community based training and apprenticeships 5. Use culturally responsive QRIS analysis and standards 6. Use culturally responsive supports for the African American early childhood workforce 7. Increase and strengthen engagement with African American/Black families and community 8. Increase the diversity of the early childhood workforce 9. Support early childhood providers of color to access higher levels of education and professional development 10. Implement culturally responsive positive discipline practices and supports
<p>Early Literacy</p> <ul style="list-style-type: none"> • Identify and develop culturally relevant educational materials that are evidenced or among best practices for assuring successful outcomes for African American preschoolers. • Utilize programs such as “Black Story Time” established by the Multnomah County Library and expand to reach all African American preschoolers • African American Parent and Child Development • Develop metrics to help ensure that African American preschoolers are ready to learn by the time they enter kindergarten by the end of the 2015-2017 biennium.
<p>Early Numeracy and Science</p> <ul style="list-style-type: none"> • Build foundations for Science, Technology, Engineering, Math (STEM) involvement for both males and females.
<p>African American/Black Parent and Child Development</p> <ul style="list-style-type: none"> • Purchase and employ successful national preschool models that address African American preschool learning and development. • Create culturally specific HUBs through the Early Learning Council (ELC) and not leave to chance the inclusion of culturally responsive investments
<p>Family Well-Being</p> <ul style="list-style-type: none"> • Focus on family/parent stress level reduction, parent engagement, child/family nutrition, and child health, as areas to promote and strengthen to build the foundation for good educational outcomes for children. • Ensure family support services. • Ensure parent engagement outreach and retention services. • Build community structures and support for optimal nutrition for families, children, and pregnant women.
<p>Relevant Data:</p> <ul style="list-style-type: none"> • 0-5 Suspension and Expulsion data
<p>Best/Promising Practices: TBD</p>

Nationally Recognized Speaker, Consultants, or Practitioners: TBD
Other Considerations: <ul style="list-style-type: none">• Culturally Responsive Teaching

<p>African American/Black Student Success Plan Advisory Group Kindergarten to 3rd Grade Resource Team</p>
<p>Team: Charles McGee, George Russell, Markisha Smith, Rob Saxton, Jennifer Ware, Frank Hanna Williams</p>
<p>Goals:</p> <ol style="list-style-type: none"> 1. Recruitment, Hiring and Retention 2. Culturally Responsive Instruction and Curriculum 3. Early Childhood Learning and Development 4. Extended Day Learning 5. Family Well Being
<p>Culturally Responsive Instruction</p> <ul style="list-style-type: none"> • Increase the number of African American instructors in the classroom representative of African American students in the school. • Recruit, hire, and retain African American teachers and child development specialists to work with African American students and their families. • Identify culturally specific resources for the professional development and instructional coaches of classroom teachers focused on African American reading, numeracy, and literacy. • Identify and develop effective culturally responsive African American-focused curricula content that can be used with African American students. • Ensure that accurate historical information pertaining to the contributions of African Americans in the development and expansion of the U.S. is included.
<p>Extended Day Learning</p> <ul style="list-style-type: none"> • Fund site specific before-and after-school learning programs that focus on reading, literacy, and numeracy for African American students • Fund summer school instructional institutes that promote reading, literacy, and numeracy • Target 21st Century funding to specifically address extended day learning • Include family level extended learning programming
<p>Family Well-Being</p> <ul style="list-style-type: none"> • Focus on family/parent stress level reduction, parent engagement, child/family nutrition, and child health, as areas to promote and strengthen to build the foundation for good educational outcomes for children • Build community structures and support for optimal nutrition for families and children
<p>Relevant Data: TBD</p>
<p>Best/Promising Practices: TBD</p>
<p>Nationally Recognized Speaker, Consultants, or Practitioners: TBD</p>
<p>Other Considerations: TBD</p> <ul style="list-style-type: none"> • How do we involve community-based organizations (CBOs) in this work? • What is working across the state? • How do we cover the entire state and not just the Portland Metro area?

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African American/Black Student Success Plan Advisory Group <i>4th Grade to Middle School Transitions Resource Team</i>
Team: Karen Fisher Gray, Lorenzo Poe, John Scott, Charlene Williams, Laurie Wimmer
Goals: <ol style="list-style-type: none"> 1. Utilize community-based organizations as partners, mentors and consultants 2. Attendance support to reduce chronic absenteeism 3. Professional development for all staff on culturally specific restorative justice based positive behavior interventions and supports 4. Teacher recruitment and promotion support 5. Ensure culturally responsive and relevant family engagement with the school and community 6. Invest in highly trained culturally responsive counselors who can provide access to health services, college and career guidance, and community based services
Absenteeism and attendance <ul style="list-style-type: none"> • ODE will support community based organizations to provide educational supports to children during critical middle school years. Specific and targeted measures will be developed • Every school district in Oregon with African American students will develop targeted goals around reducing suspension and expulsions and offering culturally responsive professional development for teachers • Parenting for academic success • Strengthening support and encouragement for teens, both male and female
Culturally Specific Mentorship: TBD
Black Male Achievement <ul style="list-style-type: none"> • ODE will support community based organizations to provide educational supports to children during critical middle school years. Specific and targeted measures will be developed • Every school district in Oregon with African American students will develop targeted goals around reducing suspension and expulsions • Strengthen support and encouragement for teens, both male and female
Strengthening Support and Encouragement for African American Teens (Male and Female): TBD
Middle School Academic Learning Supports: TBD
Classes and Support for Middle School Family Engagement: TBD
Suspension, Expulsions, and Discipline: TBD
Relevant Data: TBD
Best/Promising Practices: TBD
Nationally Recognized Speaker, Consultants, or Practitioners: TBD

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African American/Black Student Success Plan Advisory Group
9th Grade to 12th Grade Resource Team

Team: Renee Anderson, Iris Bell, Shelaswau Crier, Tony Hopson, Mark Jackson, Joe McFerrin

Goals:

1. High School Completion
2. College and Career Preparedness and Support
3. Culturally Responsive Teaching/Educator Training
4. Culturally Responsive Curriculum
5. Discipline
6. Absenteeism
7. Strengthening Support and Encouragement for Teens

High School Completion/ Graduation Readiness / Graduation Credit Attainment:

- Require academic summer school programs for 8th grade students needing to address course work prior to their transition from middle school to high school.
- Provide credit recovery after first semester for any 9th grade student needing to recover credits (school year and summer)
- Provide after school academic programs beginning in 9th grade: Tutorial services, Enrichment, Test Preparation, etc.
- Provide mentors to students according to interest,
- Expose students to CTE and STEM environments,
- Identify and recruit students for increased enrollment in AP and IB programs
- Increase student enrollment in college preparatory classes
- Provide students access to dual credit options

College and Career Preparedness

- Provide students access to dual credit options
- Insure that students are aware of SAT preps, Offer essay writing classes, and other preparatory classes,
- Make sure students get the information and the resources to attend the many career fairs around the state, most of which take place at the community colleges.

Culturally Responsive Teaching:

- Require Oregon Educator Training programs,
- Adopt a curriculum that supports culturally responsive teaching,
- Make culturally responsive teacher training a requirement to obtain Oregon teacher and administrator license:
 - State must allocate funds for the class,
 - Quarter or semester equivalent class – must receive a passing grade,
 - Already licensed teachers and administrators must take and pass by 2017,
 - All licensed teachers and administrators must renew culturally responsive teaching certification every 3 years,
 - Incentivize requirement (pay teachers for the time they spend in the class)
 - Hire more African American teachers

Suspension, Expulsions, and Discipline: TBD
Absenteeism: TBD
Strengthening Support and Encouragement for Teens: TBD
Relevant Data: TBD
Best/Promising Practices: TBD
Nationally Recognized Speaker, Consultants, or Practitioners: TBD
Other Considerations: <ul style="list-style-type: none">• Incarcerated Youth

<p>African American/Black Student Success Plan Advisory Group Higher Education Resource Team</p>
<p>Team: Ben Cannon/Cheryl Myers, Yvette Alex-Assensoh, Reginald Nichols, Nkenge Harmon Johnson, Donnell Harris, Earlean Wilson-Huey, Joseph Jefferson</p>
<p>Goals:</p> <ol style="list-style-type: none"> 1. Increase parental/community engagement 2. Support culturally responsive pedagogy and curriculum 3. Increase enrollment in community colleges (SB 81, SB 418) 4. Increase enrollment in four-year institutions 5. Be proactive in working toward persistence 6. Development of a plan to increase diversity in front-facing student services 7. Development of a plan to increase administrator diversity at cabinet and senior administration level with demonstrated outcomes at institutional level 8. Examine cultural norms and competencies in evaluation forms (student evaluations, faculty observations, peer-to-peer evaluations) 9. Teacher training/accountability - restorative justice techniques 10. Persistence items that don't duplicate challenges in Secondary Ed
<p>2-Year College and Technical Career Programs</p> <ul style="list-style-type: none"> • Identify funding to support Career and Technical Education (CTE) Initiatives in African American communities through the community college system in conjunction with school districts. The Higher Education Coordinating Commission (HECC) should take the lead on this initiative in conjunction with ODE and specific school districts • Identify funding to support STEAM (Science, Technology, Engineering, Arts, Mathematics) Initiatives. Chief Education Office should take the lead on this initiative and specifically target funding to culturally responsive community based programs working on STEAM programs • The HECC, in collaboration with the African American community, should target and focus the ASPIRE program funding to support both 2-year and 4-year scholarships and grants to African American students
<p>4-Year College Baccalaureate Programs</p> <ul style="list-style-type: none"> • Target and focus scholarships on African American students seeking entry into Oregon colleges and universities • Ensure funding for culturally appropriate orientation programs and services for all African American students entering Oregon colleges' and universities' mentoring programs and first generation college student supports for students and families • Create specific programs to recruit and retain African American students at Oregon colleges and universities • Ensure retention and graduation rates for all African American students entering Oregon colleges and universities are representative of their enrollment in state schools
<p>Culturally Responsive Teacher Training and Preparation Programs: TBD</p>
<p>Culturally Responsive Teaching: TBD</p>
<p>Family Well-Being: TBD</p>
<p>Relevant Data: TBD</p>

Best/Promising Practices: TBD

Nationally Recognized Speaker, Consultants, or Practitioners: TBD

Other Considerations:

- Enrollment by race/national origin/gender
- Student enrollment data at all state schools, by race/gender
- Student recruitment process across higher education
- National/local grow-your-own models that are working?

Community Engagement Meetings

Oregon Department of Education staff and advisory group members will co-facilitate community engagement meetings across the state. The purpose of the community engagement meetings is to introduce House Bill 2016 and goals for the African American/Black Student Success Plan as well as to capture stakeholder feedback on the project success measures and experiences, challenges and opportunities in P-20 educational settings for African American and Black students. Meetings are scheduled in the following communities:

Meeting Location	Date	Collaborators
University of Oregon Eugene, Oregon Counties: Lane, Linn, Benton	11 January 16	University of Oregon Lane Education Service District Bethel School District Springfield Public Schools Eugene 4J School District NAACP Eugene Chapter Blacks in Government (BIG) Lane County Chapter
Boise-Eliot/Humboldt School (N/NE Portland) Portland, Oregon Counties: Washington, Multnomah	15 January 16	Teaching with Purpose Conference
Intermountain Education Service District Pendleton, Oregon Counties: Morrow, Umatilla, Union	21 January 16	Intermountain Education Service District Hermiston School District Pendleton School District
Oregon Department of Education Salem, Oregon Counties: Marion, Clackamas	27 January 16	TBD
Location TBD Medford, Oregon Counties: Jackson, Josephine, Klamath	February 16	TBD
Treasure Valley Community College Ontario, Oregon Counties: Malheur	February 16	Treasure Valley Community College
Portland Opportunities Industrialization Center Gresham/East County Portland, Oregon Counties: Multnomah	February 16	REAP
Location TBD Beaverton/Hillsboro, Oregon Counties: Washington, Yamhill	February 16	TBD

References

American Civil Liberties Union (2010). *School-to-prison pipeline*. http://www.aclu-or.org/sites/default/files/ACLU_STPP_FINAL.pdf

Oregon Department of Education *Statewide Report Card: Annual Report to the Legislature on Oregon Public Schools 2014-2015*, pages 21-24. <http://www.ode.state.or.us/search/page/?id=1821>

Appendix A:

[House Bill 2016](#)

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Appendix B:

African American/Black Student Success Plan Project Charter

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Project Charter	
Title	African American/Black Student Success Plan (House Bill 2016)
Sponsors	<ul style="list-style-type: none"> • House Speaker Tina Kotek • House Representative Jodi Hack
Governor's Office	<ul style="list-style-type: none"> • Lindsey Capps, Education Policy Advisor to Governor Kate Brown
Project Mgr.	<ul style="list-style-type: none"> • Dr. Salam Noor, ODE Deputy Superintendent of Public Instruction • Dr. Markisha Smith, ODE Project Manager • Kendra Hughes, ODE Project Coordinator
Purpose & Expected Results	<p><i>House Bill 2016 directs the Oregon Department of Education to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs.</i></p> <p>Currently in Oregon, African American and Black students lag behind their peers in numerous categories. The African American/Black Student Success Plan will address historical and persistent deficiencies as noted in the following glaring inequities:</p> <p><i>Whereas for the 2013-2014 school year, 11 percent of black or African-American students experienced one or more discipline incidents, compared with 5.9 percent of all students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 52.6 percent of black or African-American elementary school students met reading achievement targets, compared with 70.5 percent of all elementary school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 38.9 percent of black or African-American elementary school students met math achievement targets, compared with 62 percent of all elementary school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 50.6 percent of black or African-American middle school students met reading achievement targets, compared with 69.7 percent of all middle school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 39.3 percent of black or African-American middle school students met math achievement targets, compared with 62.2 percent of all middle school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 65.8 percent of black or African-American high school students met reading achievement targets, compared with 85.6 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 41.8 percent of black or African-American high school students met math achievement targets, compared with 70.7 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 57.1 percent of black or African-American high school students graduated within four years, compared with 68.7 percent of all high school students; and</i></p> <p><i>Whereas for the 2013-2014 school year, 59.4 percent of black or African-American high school students graduated within five years, compared with 73.2 percent of all</i></p>

	<p><i>high school students; and</i> <i>Whereas for the 2013-2014 school year, 4.93 percent of female black or African-American students dropped out of school, compared with 3.34 percent of all female students; and</i> <i>Whereas for the 2013-2014 school years, 7.41 percent of male black or African-American students dropped out of school, compared with 4.58 percent of all male students.</i></p> <p><i>The bill directs the Oregon Department of Education to convene an advisory group comprised of members of the African American/Black community and other stakeholders from across the state of Oregon to provide guidance to the department regarding the plan.</i></p>
Funding Source	Oregon Department of Education
Project Success Measures	<p>A broad range of stakeholders will be involved in the development and implementation of the plan throughout the process. The plan will address all indicators of students success and will:</p> <ul style="list-style-type: none"> • decrease the disproportionate rate of disciplinary incidents; • increase parental engagement; • increase the engagement of students in educational activities before and after regular school hours; • increase early childhood and kindergarten readiness; • improve literacy and numeracy levels between kindergarten and grade three; • support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance; • support culturally responsive pedagogy and practices from early childhood through post-secondary education; • support the development of culturally responsive curricula from early childhood through post-secondary education; • increase attendance of plan students in community colleges and professional certification programs; and • increase attendance of plan students in four-year post-secondary institutions of education. • increase the number of state agencies and stakeholders to leverage financial resources to sustain and advance the work of the plan. <p>To ensure accountability across all project success measures, ODE will incorporate performance measures and outcomes to ensure project grantees demonstrate progress on all targets, as part of their grant award. The objectives of the plan will be completed in a timely manner and within budget.</p>
Intermediate Goals	TBD

Planning Timelines	<ul style="list-style-type: none"> • Fall 2015: Convene Advisory Group • October 2015: Advisory Group Meeting • November 2015: Advisory Group Meetings • November 2015: Resource Team Meetings • December 2015: Proposed Administrative Rules Presented to State Board of Education • December 2015: Resource Team Meetings • December 2015: Advisory Group Meeting • January 2016: Preliminary Report to Interim Legislative Committee • January 2016: Resource Team Meetings • January 2016: Advisory Group Meeting • February 2016: Senate Education Committee Presentation • February 2016: House Education Committee Presentation • February 2016: Resource Team Meetings • February 2016: Advisory Group Meeting • March 2016: Resource Team Meetings • March 2016 Advisory Group Meeting • March 2016: Proposed Grant Process Developed • April 2016: Advisory Group Meeting • April 2016: Resource Team Meetings • April 2016: Grant Application Process Opens • May 2016: Advisory Group Meeting • May 2016: Grant Application Process Closed • June 2016: Grant Recipients Selected and Announced • June 2016: Resource Team Meetings • June 2016: Advisory Group Meeting • June 2016: Grant Performance Outcomes Negotiated • July 2016: Plan Implementation Begins
Scope	<p>The scope of work will include:</p> <ul style="list-style-type: none"> ⊙ Data and Research on Promising Practices ⊙ Convene advisory group and resource team meetings ⊙ Develop the implementation plan ⊙ Administer grant awards ⊙ Monitor grant recipients ⊙ Manage the plan and progress toward project success measures and intermediate goals
Key Stakeholders	<ul style="list-style-type: none"> • Early Childhood Educators • Youth Development • Juvenile Justice • K-12 Schools and Districts • Higher Education • Community-based Organizations • Students, Families and Caregivers

	<ul style="list-style-type: none"> • Oregon Department of Education 				
Project Approach	<ul style="list-style-type: none"> ⊙ Oregon Department of Education staff will manage project tasks, timelines, and budget. ⊙ The advisory group, with knowledge and experience in each indicator, will convene on a monthly basis and advise on the development of the implementation plan. ⊙ Convening resource team meetings of the advisory group, as needed ⊙ Dr. Markisha Smith and Kendra Hughes will jointly coordinate and monitor implementation of all aspects of the plan. 				
Risks of not doing the project	<ul style="list-style-type: none"> ⊙ Chronic disparities in early childhood, youth development, K-12 and higher education settings, across all indicators for African American/Black students in the state of Oregon continue. ⊙ Lack of a culturally diverse professional teaching core continues. ⊙ Gaps in student achievement and opportunities for African American/Black students continue. ⊙ Disproportionate rates of discipline of African American/Black students continue. ⊙ Historical and persistent challenges facing African American/Black students negatively impact P-20 education, business development, housing and employment opportunities, and social and economic growth for the state of Oregon continue. 				
Overall Assessment	This plan is critical to increasing culturally responsive teaching and learning opportunities, improving P-20 student achievement and outcomes for African American/Black students in the state of Oregon.				
Sponsor Approval Signature					
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Name	Date				
Dr. Salam Noor, Deputy Superintendent					

Appendix C:

African American/Black Student Success Plan Advisory Group Member Biographies

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African American/Black Student Success Plan Advisory Group Member Biographies

Renee Anderson

Renee Anderson, a retired math teacher, began her teaching career in 1974 in Compton, CA, then taught math and science in Liberia, West Africa from 1975 to 1977 as a Peace Corps volunteer. She then taught at Berkeley High, West Campus until landing the position as Director of the Mathematics, Engineering Science Achievement (MESA) Program at San Francisco State University. The goal was to prepare high school students of color to pursue a major in the math and science fields in college. In 1980, she became an EQUALS Associate at the University of California, Berkeley, conducting Professional Development Math Workshops for teachers using EQUALS and Family Math curriculum. In 1985, she was recruited to start a MESA for Portland Public Schools. By 1990, the program had significantly increased the numbers of underrepresented high school students in advanced math and science courses. She left MESA in 1994 to focus on raising her daughter. After working with Catlin Gabel and Saturday Academy she decided to go back to the classroom, teaching mathematics at Grant for 12 years.

Dr. Yvette Alex-Assensoh

In August 2012, Yvette M. Alex-Assensoh joined the University of Oregon as vice president for Equity and Inclusion and professor of Political Science. Prior to that, Yvette served as tenured professor of Political Science and dean for the Office of Women's Affairs at Indiana University in Bloomington. While there, she won research awards, secured national funding for her research projects, served as a Fulbright Scholar at the University of Zagreb in Croatia and led national committees focused on issues of equity, diversity, teaching excellence and ethics. She is the author/co-author of six books and dozens of scholarly essays, and a consultant on diversity/gender issues. Dr. Alex-Assensoh, a trained lawyer and registered mediator, is also a member of the Indiana and Oregon State Bar Associations. She was born in Breaux Bridge, Louisiana, is married to Dr. A.B. Assensoh, professor emeritus of History at Indiana University, Bloomington. They are the parents of Kwadwo Stephen Alex- Assensoh, a freshman at the UO and Livingston Alex Kwabena Assensoh, a senior at South Eugene High School.

Iris M. DeGruy Bell

Iris M. DeGruy Bell has been Executive Director of the Youth Development Council since its inception in 2012. She was appointed by Governor John Kitzhaber to help support the Oregon Educational Investment Board in improving the educational and career outcomes of Oregon's youth ages 6-20. Prior to that, she was Interim Transition Director of the Oregon Commission on Children and Families, and Deputy Director of the state agency from 2007 to 2011. Prior to her work in state government, she served as the Chief Operating Officer for Multnomah County. Ms. Bell was also Deputy Director of the Department of Community and Family Services in Multnomah County, now known as the Department of County Human Services. She has expertise and experience in management principles and methodologies supporting the development and implementation of service programs for federal, state and local government, and has extensive background working with foundations and non-governmental organizations. Ms. Bell holds a bachelor's degree in

Political Science from the University of California, Santa Barbara, and master's degree in Government with an emphasis on Public Policy Studies from the School of Politics and Economics at Claremont Graduate University.

Shelaswau Crier

Shelaswau Bushnell Crier joined the Willamette University Law School faculty as an assistant professor in the fall of 2009. She teaches Criminal Law, Criminal Procedure and Education Law. Crier graduated cum laude from Rice University and earned her law degree from Yale University, where she served as editor of the Yale Journal of Health Policy, Law and Ethics and the Yale Journal on Regulation. Prior to joining Willamette, Crier served as a judicial law clerk to Judge Ivan Lemelle of the U.S. District Court for the Eastern District of Louisiana and taught at Loyola University College of Law.

Ben Cannon

Ben Cannon is a former teacher, state representative and education policy advisor to Governor John Kitzhaber. Cannon grew up in Portland. He earned his BA from Washington University, St. Louis, and attended Oxford University, England, on a Rhodes Scholarship, earning graduate degrees in comparative and international education and philosophy, politics, and economics. From 2003 to 2011, he taught humanities to middle school students at the Arbor School of Arts and Education. Elected three times to the Oregon House of Representatives (2006-2011), he chaired House committees with jurisdiction over environment, energy, and water policy, and served on committees related to health care and education. As Executive Director of Oregon's Higher Education Coordinating Commission (HECC), Cannon oversees state funding allocations, policy-setting, and coordination for Oregon's higher education system, including community colleges and public universities.

Dr. Karen Gray

Dr. Karen Fischer Gray has been Superintendent of the Parkrose School District since 2007. Born in New York City, Dr. Gray has been a resident of Oregon since 1990. Serving 36 years in public education, she has a Bachelor of Arts and Master's Degree from Cal State Fullerton and a Doctorate in Educational Leadership from the University of Oregon in 2005. She actively serves on many state and local committees to support education and the Parkrose School District. Karen loves to work but when not working she likes to travel, have fun with her family, work out at the gym, read books and attend the theater. Karen was a budding concert violinist as a child and plays the piano. She was also an avid horsewoman. Dr. Gray has three children and four grandchildren, three of whom attend school in the Parkrose School District.

Joyce Harris

Joyce Harris is the Manager of Community Engagement for Education Northwest, where she meets the needs of communities and educators. Prior to this position, Joyce served as the director of the Region X Equity Assistance Center (EAC), providing professional development to public school districts on issues of race, gender and national origin. Joyce also served as an administrator and teacher at an independent school in Portland from 1970 to 1993 that she co-founded. She has been a science teacher at the Oregon Museum of Science and Industry and been an instructor in a Portland Public School program for racially and culturally diverse talented and gifted students. She continues to work with school districts to

ensure that they comply with federal anti-discrimination laws. She has conducted numerous presentations on improving the academic performance of African American students, English language learners, eliminating discriminatory discipline, and culturally responsive teaching and materials. In a career with many highlights, Harris considers her consultant work with Dr. Asa Hilliard which led to her writing the African American Baseline Essay on Language Arts for Portland Public Schools and the creation of a community based Saturday School program as most memorable. Ms. Harris has a B.A. degree in American Studies from Reed College with a major concentration in Black Studies, a B.S. degree in Elementary Education from Oregon State University; a Master's degree in Educational Administration from Portland State University, and has completed doctoral course work at Oregon State University.

Ron Herndon

Ron Herndon served as President and Board Chair of the National Head Start Association (NHSA) from 1991 to 2013. As chair, he provided leadership and support to Head Start programs across the nation by advocating for over 900,000 low-income children and families. Through his vision, NHSA partnered with Texas Tech University to develop the National Head Start Training Academy for Head Start staff. Ron persuaded Phil Knight, founder and chairman of Nike, to fund STARTLINE, a national computer training program for Head Start children and parents. Through this partnership, Nike also sponsored NikeGo, a physical activity program for preschool children and Nike STARTingBlock, a management program for Head Start leaders. Ron has been the Director of Albina Head Start in Portland since 1975. He is a former teacher, counselor, college instructor and VISTA volunteer.

Tony Hopson

Tony Hopson is President and CEO of Self Enhancement, Inc. (SEI). Tony was born and raised in Portland. He is a graduate of Willamette University with a double major in Psychology and Sociology. He also holds counseling and teaching certificates, and served in both roles in Portland Public Schools. Hopson founded Self Enhancement, Inc. (SEI) in 1981 as a one-week summer camp committed to improving academic and employment opportunities for high school students. By 1988, SEI became a year-around program serving elementary through high school students. In 1997, Hopson opened the Center for Self Enhancement which offers a variety of activities and services for youth and families in Portland and is a hub of the community, employing 120 people fulltime and 150 part-time. Since then, SEI has expanded to serve more than 3,000 students and 7,000 families each year. SEI has been recognized with the Oregon Award for Public Service and was named a *Point of Light* by President George H.W. Bush. The program has been recognized nationally as a model program for youth development. In 2006, SEI was recognized by the Edna McConnell Clark Foundation as one of the premier youth development programs in the nation. Tony is passionate about the state of education in America as it relates to the plight of children of color and children in poverty, and is regarded nationally as a social entrepreneur and expert on issues facing underserved youth.

Megan Irwin

Megan Irwin is the Early Learning System Director in Oregon, overseeing the state's Early Learning Division which has regulatory, administrative and quality improvement responsibility for the state's child care and preschool system, home visiting services and respite care for at-risk families. The division is responsible for aligning the early learning system with the health care and K-12 education systems and for supporting Oregon's Early Learning Hubs, a network of 16 community based coordinators of early learning services. Ms. Irwin had earlier served as the director of Policy and Programs for the division, overseeing Oregon's \$30 million Race to the Top Early Learning Challenge grant. Prior to that, Megan served as the National Expansion and Program Director for Stand for Children, a multi-state education advocacy organization working with parents, community members and policy makers to ensure that all children graduate from high school prepared for, and with access to, a college education. Megan holds bachelor's degrees in Journalism and Mass Communications and Political Science from Arizona State University. As an investigative journalist, Megan was the two-time recipient of the Payne Award for Ethics in Journalism and of multiple Arizona Press Club awards for her coverage of vulnerable populations. She is also one of Exchange Magazine's emerging leaders in early childhood education. She is a first generation college student who grew up in Tucson, Arizona, where she benefitted from high quality early learning experiences and considers it a great blessing to get to pay that benefit forward through public service.

Mark Jackson

Mark Jackson is the co-founder of REAP Inc., with over 25 years of youth programming and organizational management experience. Mr. Jackson has provided visionary leadership in both the nonprofit and public sectors that engages business leaders, educators, students, community leaders and parents. He is best known for his passion in the areas of youth advocacy, education equity, leadership coaching, community development and project management. Passion for change is what underscores Mark Jackson's commitment to empower under-achieving students to meet their potential while challenging educators to teach beyond cultural biases. Whether organizing student leadership conferences, facilitating provocative and engaging workshop presentations, moderating compelling listening circles or connecting with students, Mark has emerged as one of the leading voices for youth development and community leadership in Oregon. A native of Portland, Mr. Jackson is a graduate of Portland State University with credentials in Sociology, Communications, English and Black Studies.

Nkenge Harmon Johnson

Nkenge Harmon Johnson, an Oregon native, is the President and Chief Executive Officer for the Urban League of Portland. (Her name is pronounced "na-kin-gay".) She is the 14th leader of the non-profit agency that serves African Americans and others in Oregon and Southwest Washington whose needs would otherwise go unmet. Harmon Johnson attended public schools in North- and Northeast Portland and Salem, including the diverse magnet program at Harriett Tubman Middle School. She is also a product of the Catlin Gabel School. Harmon Johnson earned degrees from two of the nation's best Historically Black Universities, with a Bachelor of Science in Business Administration from Florida A & M

University, and a Juris Doctorate from Howard University School of Law. She also holds a Master of Business Administration. Politics has played an important role in Harmon Johnson's professional career, having served as a strategic staff member in communications, campaigns, and legislative matters for U. S. Congresswoman Shelia Jackson Lee (Texas); U.S. Senator Harry Reid (Nevada); U.S. Senator Debbie Stabenow (Michigan); and the Democratic Congressional Campaign Committee. From 2010 to 2013, joined President Obama's administration as a Deputy Assistant United States Trade Representative with national and international public affairs responsibilities. A committed public servant, Harmon Johnson served under Governor Kitzhaber as Communications Director from January to July 2014. Her mother, Millie Harmon, has taught Oregon youth and adults for nearly 40 years. Harmon Johnson and her husband, Director of Civil Rights, Erious Johnson, Jr., share their home with a German Shepherd puppy and three rescue cats.

Monique Joseph

Monique is the founder & editor of Urban Mommy Inc. She is a seasoned entrepreneur in communications with 17 years of experience working across private, nonprofit, government and B2B sectors. Being a new mom she found it was difficult to find other mothers with similar interests, passions and outlook so she took to the Internet. She then decided to build her own community that is focused on healthy lifestyles, early childhood literacy, community and parenting. She is a firm believer that the experiences a child has in their youth will directly impact them as an adult. It was important to her to build a community that her daughter could grow up in and enjoy every day and a community that moms can trust that provide real content that matters to them.

Her will to achieve comes only from her inner ability to self-reflect while motivating herself and others to pursue their highest level of ability. She currently serves as the founding president for the Greater Portland Alumni Chapter for Alpha Kappa Psi, a 2012 elected Delegate to the Democratic National Convention, District 43 Precinct Committee Person, Founder of the Society of Leaders Emerging, Communications Chair for the Small Business Advisory Council for the City of Portland and serves on several other boards and committees.

Kali Ladd

Kali Thorne Ladd is the Executive Director KairosPDX. A Native of New England, Kali's background as an educator spans from teacher to program manager to policy maker over the last 16 years. After spending four years as education director for Mayor Sam Adams, Kali co-founded KairosPDX, a non-profit dedicated to closing the achievement gap and serving children from Early Childhood to Grade 5 in North Portland. In May 2015, Kali won re-election to the Portland Community College Board of Directors, where she has served for the past 2 1 years. There Kali oversees policy, the budget and the President for Oregon's largest higher education institution. Kali received her bachelor's degree in Elementary Education and Psychology from Boston College and earned a master's degree in Education Policy from Harvard University.

Joe McFerrin II

Joe McFerrin II is the President and CEO of Portland Opportunities Industrialization Center (OIC) and Rosemary Anderson High School (RAHS). The organization provides alternative education to high school-aged youth in three locations; North Portland, East Multnomah County (Rockwood neighborhood), and New Columbia. The organization also includes employment training, family outreach, gang-impacted youth and family outreach, and transition services for RAHS graduates up to age 25. Mr. McFerrin began his tenure with Portland OIC in 1995. Mr. McFerrin currently is a board member for AdvancED – Northwest Accreditation Commission and Worksystems, Inc. He serves on the Black Male Achievement Portland Steering Committee, Multnomah County’s Juvenile Justice Task Force, Multnomah County’s Local Public Safety Coordinating Council (LPSCC) and Youth and Gang Violence Coordinating Council, and is Vice President of the Executive Directors’ Association of the OIC of America. Joe holds a B.S. in Political Science and a master’s degree in Public Administration from Portland State University.

Charles McGee

Charles McGee is CEO and President of the Black Parent Initiative (BPI). He and Johnell Bell established BPI in 2006 to assist families in achieving financial, educational, and spiritual success. This vision is actualized by inspiring, engaging, and mobilizing parents, caregivers, foster and adoptive parents to improve the educational outcomes of Black children. BPI is currently the only culturally specific organization in Portland focused solely on supporting low to moderate income parents in North/Northeast Portland as a vehicle for enhancing the lives of Black youth. BPI programs are based on a large body of research demonstrating that children are more likely to succeed when supported by stable, balanced, and informed adults. Historical, socioeconomic, and racial factors keep a disproportionately large percentage of local Black youth from being raised in this type of environment. This program addresses these complex factors by working to reduce the disparities which impact Multnomah County’s Black community. BPI provides parent education on topics such as adult literacy; effective parenting and financial literacy; prevention and early intervention services; family stabilization services; in-school advocacy; and early childhood development advocacy. Among other appointments, Charles is a member of the Early Learning Council.

Dr. Reginald Nichols

Dr. Reginald T.W. Nichols currently serves as the Vice President for Academic Affairs and Dean of Faculty at Warner Pacific College in Portland. He was born in Belgium and raised in Brooklyn, New York. Dr. Nichols received his Bachelor of Arts degree in Biblical Studies and Psychology from Gordon College in Wenham, Massachusetts. He holds a Master of Divinity degree in Marriage and Family Counseling from Fuller Theological Seminary in Pasadena, California, and a Doctor of Education degree in Organization and Leadership – International and Multicultural Education from the University of San Francisco in California. He has served as a special education and high school biology teacher and administrator in a variety of urban K-12 institutions and also as a faculty member and senior administrator in various higher education institutions in California and Texas. He is married and is the father of four adult sons, two daughters-in-law, and two adorable grandchildren.

Lorenzo Poe

Lorenzo Poe, Jr. serves as the Chief Equity and Diversity Officer and Director of Partnerships for Portland Public Schools. Prior to joining Portland Public Schools, Lorenzo served as the Senior Policy Advisor to Multnomah County Chair Ted Wheeler and Director of Multnomah County's Department of School and Community Partnerships. He has more than 20 years of experience developing innovative partnership programs for students and families. Lorenzo is a strong advocate of educational equity and is committed to giving all students the opportunity to be successful. He believes educational practice should reflect each individual student's unique characteristics such as their race, language, gender, sexual orientation and various abilities in order to provide each student the opportunity to reach his or her potential. Lorenzo served on the Portland School Board from 2001 to 2005 and has served on the boards of leading community organizations, including the Urban League of Portland, Portland Schools Foundation, Black Parent Initiative, the Black United Fund and co-chair of the African American Alliance.

George Russell

George Russell retired as the Superintendent/CEO of the Eugene Public Schools in 2011. Before becoming superintendent in 1998, he served as the executive director of human resources for the school district. He previously served in senior executive leadership roles with school districts in San Diego, Seattle, and Oklahoma City. George's educational background includes an undergraduate degree in Social Psychology from Howard University in Washington, D.C.; Master's in Public Administration (MPA) from Golden Gate University in San Francisco; and, additional graduate work in education policy and leadership from the University of Oregon and Harvard University. He received an honorary Doctor of Humanities (D.Hum.) from Northwest Christian University in 2009. George serves on a number of community boards and committees, including Lane Early Learning Alliance, Eugene/Springfield NAACP, Blacks in Government (BIG), Lane Shelter Care Foundation, Looking Glass Community Services, and the Children's Institute. He is involved in many professional organizations and boards, including the American Association of School Administrators (AASA), National Alliance of Black School Educators (NABSE), Confederation of Oregon School Administrators (COSA), and National Superintendents Roundtable (NSR). George is the principal in George Russell & Associates, an Education and Management Consulting firm in Eugene. Among other community and professional awards, he was recognized as Oregon Superintendent of the Year for 2005.

Rob Saxton

Rob Saxton is the Superintendent of the Northwest Regional Education Service District. Prior to this position, Rob served as the Oregon Deputy Superintendent of Public Instruction. Rob is a native Oregonian. The son of teachers, he was raised in a household that prioritized education. After high school, Saxton attended Linfield College, where he received his bachelor's and master's degrees in education. Later, he earned his administrative/superintendent's credentials from Portland State. Rob was recognized as a state leader in success with student outcomes in reading, math, science, and graduation rates when he was the Superintendent of the Tigard-Tualatin School District. Saxton has also served as superintendent of the Sherwood School District, principal of McMinnville High

School, and an assistant principal, teacher, and coach in the Greater Albany School District.

John Scott

John Scott is a middle school teacher at Parrish Middle School in the Salem-Keizer School District and is an active member of the state and local unions. John is the chair of the Ethnic Minority Affairs Committee, liaison for the Human and Civil Rights Committee Board of Directors, and member of the local board of directors. John has coached various ages from youth to the collegiate level and has spent time working with Salem’s Black Pioneers as a mentor teacher for SAT/ACT preparations. John’s interests include social justice and activism. He enjoys watching and coaching his children in their athletics and spending time with family. John holds a BA degree in Liberal Arts from California State University, Chico and received his teaching credential from California State University, Chico.

Dr. Markisha Smith

Dr. Markisha Smith is the Director of the Equity Unit in the Oregon Department of Education. Markisha joined the Office of Learning’s Equity Unit in August 2013. Her work is specifically focused on best practice in culturally responsive pedagogy and practice and closing opportunity/access/belief gaps for students of color, English Learners, students and experiencing poverty across the state. Markisha’s previous experience includes working as the director of Undergraduate Teacher Education at Warner Pacific College, as an assistant professor at Western Oregon University and Northern Michigan University, and as a high school English teacher in Houston, Texas for nine years.

Frank Hanna Williams

Frank Hanna Williams is a Licensed Clinical Social Worker and has served as Executive Director of the Tillamook Family Counseling Center, a behavioral health agency serving Tillamook County, Oregon, for the past 15 years. He has experience as an Instructor in Social Work education at both the bachelor’s and master’s degree level. Frank was a Governor’s appointee to the Child Welfare Equity and Racial Disproportionality Task Force (2009-2011), and currently serves as a Governor’s appointee to the Youth Development Council. He resides in Nehalem on Oregon’s north coast with his wife, Mary Ann.

Earlean Wilson-Huey

Earlean Wilson Huey is the Oral Health Program Coordinator for Samaritan North Lincoln Hospital. She has over 17 years of experience working in public health. In her current role, she manages the Healthy Smiles for All Program initiative, which aims to improve the oral health of uninsured, underinsured, homeless and/or low-income residents in two rural Oregon counties. She serves on the Benton, Lincoln, and Linn Counties Regional Oral Health Coalition. She also serves on each of the local Oral Health Coalitions in Benton, Lincoln, and Linn Counties. She has served as community co-chair for the Oregon Statewide Planning Group for HIV Prevention, managed several programs, and provided technical assistance trainings and workshops on health education, higher education attainment, diversity, and social justice topics. Prior to this position, she served as the Ujima Education Office Coordinator for 11 years at Oregon State University, providing outreach, leadership development, and retention programs to African American and other students of color. Additionally, she has engaged in community organizing, coalition building, and community wide event planning. She received her BS degree in Biology from Grambling State

University, her MPH from Oregon State University (OSU), and completed the coursework for her doctorate degree at OSU.

Laurie Wimmer

Laurie Wimmer, a 25-year veteran of Oregon politics, is a government relations consultant for the Oregon Education Association. In her 19 years with OEA, Laurie has become a policy specialist on school finance and taxation, school choice, student health and safety issues, civil rights, and community college funding.

Laurie has served as an appointee to various policy work groups. She is the co-founder and chair of the Oregon Revenue Coalition. She has also served as vice chair of the School District Business Best Practices Advisory Committee, and as a member of the School Revenue Forecast Committee, and served on various educational choice groups, including the Charter School Task Force, the Virtual School Advisory Committee of the Department of Education, and the 10 year Review Committee on Oregon’s charter school law. She has written and produced for OEA an Annotated Glossary of School Finance and Taxation and co-authored the Revenue Coalition a Primer on Tax Expenditures. Prior to her work with OEA, she served as Executive Director of the Oregon Commission for Women, where she helped to pass historic legislation on family leave, stalking, sexual harassment, domestic relations law, civil rights, and women’s health policy. As a writer and editor for more than 30 years, Laurie’s work has been published in international, national, and local publications, including Black Lamb, Zephyr Magazine, and Willamette Week. Wimmer is an honors graduate of Vassar College. She interned with the Project on Equal Education Rights and the New York Public Interest Research Group while at Vassar.

Dr. Charlene Williams

Charlene Williams is the Senior Director of School Performance at Portland Public Schools. Charlene enthusiastically embraces her roles as a wife, a mother and a professional. Charlene is happily married to Frank Williams and the proud mother of two beautiful daughters, Naleigha and Zaria. After family, leading for achievement is her priority. Charlene has over 15 years’ experience in education including multiple leadership roles throughout her career. She has worked in public and private educational settings and is experienced in middle, high school and college settings. Her calling to the field of education is to ensure that every child, regardless of gender, ethnicity or past educational experience, has the requisite skills to advance successfully along the education continuum. She is passionate about working with students who have not been successful in school and empowering staff members with the tools, support and motivation needed to make a significant, measurable difference. Charlene is currently the Senior Director of School Performance in Portland that serves a population rich with cultural and linguistic diversity and is struggling to overcome a history of low achievement and public scrutiny. She has led schools for over 8 years. The result: improved mathematics, reading, enrollment and graduation rates.

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Appendix D:

Hyperlinks to Advisory Group Meeting Notice, Agenda, Minutes

[10.23.15 Public Notice](#)

[10.23.15 Meeting Agenda](#)

[10.23.15 Meeting Minutes](#)

[11.6.15 Public Notice](#)

[11.6.15 Meeting Agenda](#)

[11.6.15 Meeting Minutes](#)

[11.17.15 Public Notice](#)

[11.17.15 Meeting Agenda](#)

[11.17.15 Meeting Minutes](#) (to be approved at the 1/8/16 Advisory Group meeting)

[12.4.15 Public Notice](#)

[12.4.15 Meeting Agenda](#)

[12.4.15 Meeting Minutes](#) (to be approved at the 1/8/16 Advisory Group meeting)