

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

February 3, 2017 | 10:00 a.m. – 2:00 p.m. | Oregon Department of Education

Meeting Scribe: Cynthia Garton

PARTICIPANTS

- Charles McGee, Co-Chair
- Cheryl Myers
- Earlean Wilson Huey
- George Russell
- Joe McFerrin
- Joyce Harris, Co-Chair (phone)
- Kendra Hughes (phone)
- Lillian Green
- Mark Jackson (phone)
- Markisha Smith
- Shelaswau Crier

- Presenters**
- Meg Boyd
 - Salam Noor
 - Theresa Richards

- Members not present**
- Abdi Jamac
 - Abdikadir Bashir
 - Ben Cannon
 - Frank Hanna Williams
 - Iris Bell
 - Dr. Joseph Jefferson
 - Kali Ladd
 - Dr. Karen Fisher-Gray

- Laurie Wimmer
- Lorenzo Poe
- Nkenge Harmon Johnson
- Dr. Reginald Nichols
- Renee Anderson
- Ron Herndon
- Salam Noor
- Tony Hopson
- Yvette Alex Assensoh

Item	Discussion	Action
<p>Welcome Co-Chair Joyce Harris, Co-Chair Charles McGee</p> <p>Old Business Review of 8/12, 9/30, 11/4, 1/6 Minutes</p> <p>New Business Update on meetings and upcoming presentations (Kotek, Hack, Plan presentation)</p> <p>African American/Black Student Success Plan Review ESSA Presentation and Feedback</p>	<p>Kendra Hughes called roll. Between in-person and phone at the start of meeting, there is no quorum and minutes cannot be approved. If more Group members arrive, the minutes may be reviewed and approved later in the meeting.</p> <p>Dr. Markisha Smith reviewed the agenda, which was adjusted due to the delayed start because of inclement weather.</p> <p>In previous meeting it was discussed that Laurie Wimmer would be responsible for organizing folks, as Legislative Session begins.</p> <p>Mark Jackson provided an overview of the meeting with House Speaker Tina Kotek, which had updates from the ground as a precursor to the Legislative Session. Meeting included Deputy Director Kathleen Hallgren; gave her background of the bill and supportive role of grantees. She shared that the Governor had put \$2.9 million in budget for HB 2016; waiting for budget from the co-chairs.</p> <p>ODE is scheduled to start presentations at Ways and Means, which is pertinent to work the Group is doing. We did not want to cancel today's meeting because we need to make sure we are prepared for that presentation. Presentations start Feb. 27 with agency overview, then goes into individual program updates – from State School Fund, Early Learning.</p>	<p>Due to the weather, there was no quorum during the meeting, so minute approval tabled to the March meeting.</p>

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	<p>March 7-8 is when our work starts, under Closing the Achievement Gap. Dates may shift, but we need to feel good about what we have. There are other opportunities that come up, may need to go over the work of the bill. Quick December presentation with House Ed Committee: they are pleased with the direction of the bill; Representative Jodi Hack was there and it's above and beyond what they had envisioned.</p>	
<p>Every Student Success Act Presentation Meg Boyd, Theresa Richards, Salam Noor Oregon Department of Education</p>	<p>Markisha Smith provided an overview of the Every Student Success Act (ESSA) and process for receiving stakeholder feedback. The last survey closed Jan. 16. ODE received a lot of information to synthesize that will be added to the next draft for public comment.</p> <p>Meg Boyd, Theresa Richards and Salam Noor introduced themselves before presenting: Meg Boyd supports strategic communications in the Office of the Deputy Superintendent, Theresa Richards is Director of Federal Systems Team in Office of Teaching, Learning and Assessment, and Salam Noor is Deputy Superintendent of Public Instruction. Salam Noor thanked the Group for their work on the Plan and leadership. The Group members then introduced themselves to the guest presenters.</p> <p>They shared a section of the State Plan development that has not gone out there and would like to have input: Supporting All Students.</p> <p>ESSA provides opportunities and encourages making strategies to support all students. Accountability to make sure we engage students and provide environment where they thrive and learn. ESSA encourages a full curriculum; arts, music, career and technical opportunities, expanded learning opportunities. We want a balance to provide opportunities to all students. Accountability is to provide checks and balance to make sure all students are receiving that education.</p> <p>In ESSA, there is a section that is focused on providing a well-rounded education, with full curriculum and additional content areas. Looking at: what are strategies for Pre-K to 12 continuum? What strategies can we put in place for the transition points? What strategies can we put in place to help them thrive? Healthy and safe learning</p>	

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	<p>environments to help students learn. Addition of technology for digitally need students.</p> <p>The next version of the State Plan will identify some strategies. ODE will ask stakeholders to see what is missing, what we should focus on, and what can we do to support well-rounded education and our students?</p> <p>Where we are in the process: we are putting the draft together that will be put on the website February 13. Will ask for feedback and incorporate into thinking for finalizing the State Plan that will be submitted in April. ODE has held 20 community forums across the state, which has helped shape and create a narrative for the big systems in the plan. Posted a framework of the Plan in December and synthesized comments to draft the Plan. Had a work session with State Board Jan. 25. The First Draft Plan will be posted Feb. 13 and available for 30 days for comment; State Board will have first hearing in February. A second draft will be posted in March with State Board approval in late March so can submit for Governor's approval in April.</p> <p>George Russell believes that the State Board has a good sense of equity and making sure it's in the Plan, as well as an importance of stakeholder input for the Plan.</p> <p>Joyce Harris mentioned that Statewide Assessment Group presented some questions yesterday: what happens if a student doesn't keep up? What about Civil Rights compliance, English Proficiency or discipline? We have to make sure that the State Plan, and our conversations, we continue to ensure our kids are free from discrimination, harassment and bullying. This needs to be a State/ODE mandate to make sure they are not violating students' civil rights. Needs to be priority to have presence at the department and in the field; they should expect that ODE will make sure districts are being compliant.</p> <p>Questions posed to the presenters: How many people of color were involved in the community forums? Who is in the external advisory committee group? How does this plan address the needs of students of color?</p> <p>Responses to questions posed: For the forums, had great representation of communities, by location.</p>	<p>Will make Plan available to Group once posted, to make comment and pass along to folks work with.</p>

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	<p>Worked hard with districts and community based organizations to pull all the community. Don't have quantifiable numbers for the initial 13 forums, but did with the last set of seven. While the majority was white, did have a great representation of people of color, specifically a good Hispanic/Latino turnout in Woodburn. ESSA is encouraging us to seek out voices that are normally under-represented in these conversations and develop relationships with community based organizations. Have had conversations with Latino Network, Self Enhancement Inc. and tribal consultations with the Nine Confederated Tribes. When we go to communities, we meet with as many groups as we can, including student groups, teacher groups, community groups and administrators. Have sought out individuals to help increase the involvement of people of color for the forums.</p> <p>Who the Plan serves: This law was born of the civil rights movement in 1965, and the Elementary and Secondary Education Act; been reauthorized as No Child Left Behind and now ESSA. We say to all communities that this is a Civil Rights law and is founded and based on equity. We identify the student groups intended to be served, but leverage it so everyone is served well, and have best system.</p> <p>The Every Student Succeeds Act Advisory Committee: is a fairly diverse group of individuals and organizations, with community-based organizations, nonprofits, principals, teachers and superintendents on the group. Community-based organizations that represent communities of color are present, and their voices are heard/engaged in conversation.</p> <p>How Plan addresses needs of students of color: Will be paying attention to how student groups are doing, with accountability and school improvement. Look at best strategies, examples from outside groups that can be included to address specific needs. The law is for underserved students, and Plan prioritizes resources for those students. Calls on school districts to engage communities, and calls for consultation, which makes districts engage with the parents and community. Under Accountability, identifies Comprehensive (Title I, in need of additional assistance/support) and Targeted schools (all schools, because schools can do well, but have</p>	<p>Can provide the list of who is on the ESSA Advisory Committee.</p>

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	<p>groups of low performance, such as African American, EL or Special Education).</p> <p>How did you advertise and communicate, and set dates for the meetings? Worked with the school districts and ESDs to help communicate with their communities and the community-based organizations. Seemed more likely to attend if heard about it from someone in the community. May look into expanding and being the ones who connect and reach out to the groups. Consulted with groups to set the meeting dates.</p> <p>Could this Advisory Group be used as a platform to share information, so different representation/ organizations can weigh in? Will work with Mark Jackson to make that happen, to talk with him and students in the communities.</p> <p>Staff members have been invited to develop/build relationships and connections with the community groups. We tap staff when they know organizations to help facilitate conversations and be part of it. When they are unfamiliar with the organizations, we use it as an opportunity for them to be front and center in a leading role as we engage the groups.</p> <p>Question on alternative education, specifically private education, that works and contracts with public school districts – were they involved in the process? They were engaged; have a partnership group that includes districts and private groups that help put forth recommendations.</p> <p>Mark Jackson thinks that when ODE goes out to meet with communities, it needs to be a diverse group presenting, so the community connects. It will help build the trust.</p> <p>Meg Boyd and Theresa Richards handed out a document for the Group to fill out, regarding strategies and community connections. Markisha Smith read out the questions for those on the phone.</p> <p>Joe McFerrin said that ESSA needs to emphasize partnerships with CBOs. If they could get data in real time, they can partnership with schools in a shorter timeframe and make a difference. Maybe know on a quarterly basis how students are doing, so folks in community can work with the schools.</p>	<p>Would meet with communities that want to engage; would welcome help from the Group too.</p> <p>Any feedback that the Group would like to share would be helpful. Would like to know who we should reach out to and include in conversations. A scanned copy can be provided to those on the phone.</p>

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	<p>Joyce Harris said that districts and ODE need to figure out how to support strategies people can use at home, in church, at playgrounds, wherever.</p> <p>Lillian Green wondered what pieces will be placed into the Plan to encourage proactive steps for ODE, schools and districts to engaged in conversations. We need to be intentional about steps to make sure people have active role and be proactive; look at data and historical trends. Would like to see the student groups to be specifically called out.</p> <p>The State Plan draft will be posted around February 13 for public comment, then posted again around March 13. Will continue to look at the feedback and data. Will take feedback until around the 23rd.</p> <p>Question on Comprehensive and Targeted schools: do they have to submit a plan for improvement, and how they will work with community groups? This could be a recommendation.</p> <p>Will see more depth and more on equity in the next draft. The Equity Team and Markisha Smith are participating in discussions and meetings for the Plan. Meg Boyd stated that Markisha Smith has helped her dig into her folks and contacts to create connections and one-on-one conversations.</p>	<p>Theresa Richards asked for copy of the notes of the ESSA discussion.</p> <p>Markisha Smith passed out extra copies of the feedback form. Group can return to her.</p>
Break	Group took a quick break to each lunch.	None
<p>Rep. Hack Conversation Joe McFerrin, President & CEO Portland Opportunities Industrialization Center</p>	<p>Joe McFerrin provided an overview of the meeting with Representative Jodi Hack on January 25. Joe McFerrin didn't know what to expect, but Rep. Hack was very supportive; had a level of enthusiasm he was not expecting. She expressed how astonished she was about the data she was reading leading up to the bill passage.</p> <p>Takeaways: She was under the impression we received \$5 million, not \$2.9 million; she thought that because it was not a full biennium, there was some reduction. Had discussion about how it looks moving forward; is it \$2.9 or \$5 million?</p> <p>Rep. Hack expressed interest in seeing the Plan. She said some things about going beyond the pilot investment, and wondered what the bigger picture is. She expects something larger in regards to investment allocation than the \$2.9 million.</p>	

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	<p>She mentioned she is on a family support committee and we should get involved in how it relates to HB 2016 and student performance. Lots of work to do and lots of opportunity to give input.</p> <p>Rep. Hack encouraged more participation from Salem community around this work; was surprised there was not more advocacy. There are other groups that have interest in academic success for specific populations that are doing a good job advocating for their needs, so would like a group like ours to do more.</p>	<p>Charles McGee requested to have a meeting scheduled next week with himself, Laurie Wimmer, Joe McFerrin, Mark Jackson, Tony Hopson and Karen Gray.</p>
<p>African American/Black Student Success Plan: Current Revisions Dr. Markisha Smith Oregon Department of Education</p>	<p>Original plan was to have folks work in their resource teams, but will work in a large group.</p> <p>Page 11 and 12 has the projects currently funded. Contains summaries of each project, high level on what they are doing. Page 13 to 20 has information added back in with graphs and narrative: chronic absenteeism, discipline, English Language Arts, Math, student growth, Freshman on Track, and high school completion.</p> <p>Starting with page 21, get into 40/40/20 and need a statement there.</p> <p>Charles McGee is thinking of adding information about quarterly meetings: how we see current advocacy organizations roles in ensuring that the plan is met. Requires us having conversations with them and finding what they need to make it work. Meet 2-3 times a year, track data, have key indicators. Meet and they can present to us where we are.</p> <p>Put evaluation and accountability sections in the Plan.</p> <p>The next stage could be a bill to have state agencies layout where we are in the outline. Groups want to be involved in the Plan, so we should allow time/meetings for them to give input. One strategy can be identify and work with organizations.</p> <p>People need to know that what we are doing and proposing in this Plan has an impact on what they are doing. If we put people here, we have to make sure they want to be involved. Need to identify the groups we want for the accountability piece. Need</p>	<p>Suggestion: the graphs could start on page 20.</p> <p>Can make sure to find a way to add Chery Myers' graph into the Plan.</p> <p>Kendra Hughes has a Word version that we can send so the Group can edit with Track Changes.</p>

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	<p>to do this now because we have to go in front of the legislature in a couple of weeks.</p> <p>Markisha Smith can craft language for partnership, but will need group names, and a connection made to said groups. Need a call out for specific partners. Joe McFerrin suggested adding a few other organizations to the plan; 2-3 now, and work on more long-term. Who are three advocacy groups that have ongoing meetings with Salam and/or Lindsey? Chalk Board Project, Stand for Children, STEM Hubs. Joyce Harris thinks we need to make contact with other Group members to be involved. Maybe create a list of what we want to do and invite outside groups.</p> <p>The Plan is a living document, but when present to Legislature, it is the final as of now. Joyce Harris wants us to be careful about making decisions on partnerships and what we are asking of them.</p> <p>Need experts to say: in these sections, these are the most important things that need to happen to get where we want to be in 10 years (close the gap). Think about what we need, so we can drive their reality.</p> <p>Would be nice to know what the percentages are now for 40/40/20, and language on how many years to get the cohort on track, plus how much it needs to increase each year. Look at this Plan as part of the overall plan to reach 40/40/20.</p> <p>Group laid out requests for Markisha Smith to work on and send out. After discussion, she read over the requests put forward and Group approved.</p> <p>Page 30, Markisha Smith called attention to the funding – what it would take to do this. The numbers are from our research office, based on strategies and preventions. Could give Brian Reeder the key points we are working on, including calling out Early Learning. Ask what it would cost to implement.</p> <p>This is the final for 10 years. May need to adjust for 8 years and add in early learning. Higher Ed is also not here. Do we want something included on funding in this document? If yes, what do we add to make it what we want it to be? Does it go into version for just Legislature, or have one version that everyone gets? It's reasonable to have funding for Legislature and Superintendents, because it's</p>	<p>Markisha Smith can work on language around partnerships. She needs Group to talk to specific entities to make sure they can be added, have conversations first.</p> <p>Create a survey for members not present so they can weigh in.</p> <p>Markisha Smith to call out three high level strategies from each resource team that ensures the gap will be closed by 2025, and get input from the Group on potential partners.</p> <p>Markisha Smith to create a section in the Plan specific to partnerships committed to long term, high level language, and some specific partners.</p> <p>Markisha Smith will adjust the objective/metrics to correspond to the 2025 goal. Include baseline and revised metric in areas where appropriate. Include Education Pathway graph from HECC on page 20.</p> <p>Markisha Smith to provide statement before data components starting on page 13 to better articulate picture of student data.</p> <p>Include Early Learning and Higher Education.</p>

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	useful to get their feedback. Can ask, based on their experience, are the numbers realistic? Can get feedback on what they spend. George Russell recommended one document.	Hope to have another version out later next week, in Word.
African American/Black Student Success Plan: Accountability Measures Co-chair Charles McGee, The Black Parent Initiative Iris Bell, Youth Development Council	Tabled.	None.
The Future of HB2016 Co-chair Joyce Harris, Education Northwest Co-chair Charles McGee, The Black Parent Initiative	Tabled.	None.
Public Testimony – Co-chair Charles McGee	There was no public testimony.	None.
Wrap-up and Next Steps Co-chair Joyce Harris	Will talk about the future of the group March 3.	None.
Adjourn	Adjourned 1:50 p.m.	None.

Next Meeting: March 3, 2017 at ODE in 251A/B, from 9:00 a.m. – 12:00 p.m.