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

March 3, 2017 | 10:00 a.m. – 12:00 p.m. | Oregon Department of Education

Meeting Scribe: Cynthia Garton

| PARTICIPANTS              |                            |                      |
|---------------------------|----------------------------|----------------------|
| ☑ Abdikadir Bashir        | ☑ Mark Jackson             | Laurie Wimmer        |
| ■ Ben Cannon              | ■ Markisha Smith           | Lillian Green        |
| ☑ Charles McGee, Co-Chair | ■ Nkenge Harmon Johnson    | Lolenzo Poe          |
| ■ Earlean Wilson Huey     | ▼ Tony Hopson              | Joe McFerrin         |
|                           | ☑ Dr. Yvette Alex Assensoh | Dr. Reginald Nichols |
| ☑ George Russell          |                            | Renee Anderson       |
| ☑ Iris Bell               | Members not present        | Ron Herndon          |
| ☑ Joyce Harris, Co-Chair  | Abdi Jamac                 | Salam Noor           |
| ☑ Kali Ladd (phone)       | ☐ Cheryl Myers             | Shelaswau Crier      |
| ☑ Dr. Karen Fisher-Grav   | ☐ Dr. Joseph Jefferson     |                      |

| Item   | Discussion   | Action   |
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| Welcome Co-Chair Joyce Harris Co-Chair Charles McGee   | Joyce Harris called the meeting to order and Dr. Markisha Smith took roll call. There was not a quorum at the start of the meeting, so decided to wait until later to approve minutes.   |  |
| Old Business     Approve 8/12, 9/30, 11/4, 1/6 Minutes  New Business Report of meetings with legislators  African American/Black Student Success Plan Final Review | Dr. Markisha Smith provided an update on the work that has been done since the last meeting – alignment with 2025 goal, 40/40/20, where the metrics come from, looking at funding across continuum. She noted that the only person who responded with community group recommendations was Mark Jackson. Gave background on why requested recommendations from resource teams. Joyce Harris brought up a previous comment about having a statement about looking into partnerships and not list organizations.  |  |
| Success Plan Final Review  | One hour into the meeting, enough group members were present for a quorum. Copies of the minutes were passed out for those who had not seen them, and emailed to those on the phone, then reviewed.  | Minutes for August, September,<br>November and January were<br>approved unanimously.   |
| African American/Black Student Success Plan Final Review Dr. Markisha Smith Oregon Department of Education   | Dr. Markisha Smith discussed content placement to make sure it flows and is accessible. She focused on page 27 and the needs for baseline information; if components are missing, we need to know.  Abdikadir Bashir questioned the "Start Strong and Transition Successfully" goals on page 25. Has experience with African immigrant groups; kids from refugee camps have not been to formal schools before. How do we have them start strong and have them transition successfully from informal to formal schools? Where do place them on this strategy? Suggested transition plan – transition program for a year to teach them about the system and basic English and math.  Recommendation to fit immigrants and EL students in all | Abdikadir Bashir can provide transition language the next week. Markisha Smith can pull that across all strategies and add EL piece. |



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| TCIII | buckets.   | Action   |
|       | George Russell commented on pages 17 and 18 about ELA and Math achievement, suggested consistency in listing Smarter Balanced. Suggested adding Colt Gill's graph on high school graduation in terms of how groups fare (page 21).   | Need to clearly label the cohort for the second column.  |
|       | Joyce Harris inquired about significant gap closures. What does this mean? Gap closure over a ten year span; the label on second column is unclear – graduate 2015-2016, start 9th grade 2011-2012.  |  |
|       | Ben Cannon questioned a potential third column in recommendations, that would call out who is accountable. This is potentially a challenging thing to do to put names/organizations on it. Now may not be the time, but does become powerful/impactful, if HECC sees our name next to a strategy – it holds more responsibility. Markisha Smith does agree there is value, but wants everyone to have input.   |  |
|       | Joyce Harris said that we need to hold ODE accountable for all the component parts. Example, Early Learning would be ELD. Suggested blanket statement with ELD, HECC, etc. that are accountable or the additional third column. George Russell suggested associating the groups with specific strategies.  |  |
|       | Kali Ladd said it would make sense to align the work with other groups. Iris Bell said that it would help to make presentations to them or invite to our meetings. Give updates, engagement, get their priorities as well. Expectation that it's prioritized.  |  |
|       | Iris Bell then shared the graduation outcomes graphic from Chief Education office. Laid out students that did not graduate on time in 2014-2015. Another graphic was shared for 2015-2016.   |  |
|       | Dr. Karen Gray believes there is a need to have proper accountability at the highest levels; for the successful implementation of the Plan. This will result in changed outcomes for students.   | Add the 2015-2016 graphic on page 21. Cross-walk the students – how many categories do they fit into, by gender? |
|       | Nkenge Harmon Johnson brought up slicing the data - what are we trying to gain/understand by disaggregating/slicing the data? Discussion about how this is to inform and impact policy and resources. The Federal Government Civil Rights Data Collection slices their data; if we have a document to show urgency and what is happening to the children, this is why we disaggregate. Jon Wiens has the data, so disaggregating is easy. Given the politics of Oregon, sometimes you want to break out and sometimes you don't. | Group wants this data in the   |
|       | The conversation circled back to the accountability column on page 27 – the group wants to put the accountability column back; including strategy groups: ODE, CBOs, school districts, HECC, ELD, Chief Ed Office, State Board of Ed, YDC. Kali Ladd would include accountability from Legislature and Early   | Plan, and Co-Chairs are willing to talk to Chief Ed Office if needed.  |

| Item | Discussion   | Action  |
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| item | Learning Council. Council makes decisions, sets policies and the Early Learning Division is the staff that carries it out.   | Put accountability column back.   |
|      | Tony Hopson Sr. said that identifying who is accountable is a great first step, but does not have meaning unless we can hold them accountable. Iris Bell suggested that lies in the reports to Legislature stating what has/has not happened and difficulties. Karen Fisher-Gray suggested we make sure the agencies know they are accountable and for what. Abdikadir Bashir suggested quarterly meetings with the agencies for progress reports.   | Send note to Early Learning<br>Council to request the<br>information or a presentation.<br>Should for other entities too. |
|      | Karen Fisher-Gray thinks when this is finalized, this should be in the hands of all superintendents, and that is how COSA can be involved. This can be part of quarterly meetings that superintendents attend. Same with OSBA. ODE should take leadership role.  | Markisha Smith will add objectives that hits the strategies, send out to Group for review.                                |
|      | George Russell noted miss-wording on page 28. Ben Cannon noted confusion on page 33, and suggested wherever says ODE on page 33, put in HECC.  | Some extra words to be removed on page 28.  |
|      | Kali Ladd said one of the challenges is retaining teachers of color, not the hiring part, because of the culture. Feels like there are things we can add about culture change in schools. How do we get closer to the local level to create sustained change? George Russell asked if we can reword the strategies: districts/ESDs provide training, not ODE. Abdikadir Bashir pointed out that increasing administrators/superintendents could help increase educators; shows potential advancement and encourages current and potential teachers. Another strategy is to ease transfer of teachers from other countries. |   |
|      | Discussion of wanting growth an accelerated rate. Literacy outcomes, page 28, can adjust numbers as current numbers are an estimate. Can go back to Jon Wiens to see numbers overall look like at accelerated and going above and beyond the projection. Then talk to Brian Reeder to see how this affects the budget target and metrics that have been developed. Also need to get a baseline from Early Learning Division.   | Markisha Smith to ask Jon Wiens for accelerated rate; is not sure of his timeframe, and talk to Brian Reeder.             |
|      | Pages 34-35 have extended funding for early learning to higher education. Page 35 has total cost highlighted in yellow. Ben Cannon noted unclear language regarding post-secondary teachers not needing additional professional development. Page 34 lists required high level buckets that need to be done and page 35 has the cost.  | Language needs to state that's what it would look like if it weren't factored into the funding formula.                   |
|      | Question: when do you need this document completed? The hope was to have it completed this week to present at Ways and Means Committee. Currently funded equity initiatives will be discussed Wednesday/Thursday of the coming week (March 8-9). Markisha Smith had hoped to have a Plan over there prior to the discussion. Salam Noor and Dawne Huckaby  |   |

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|  | will present HB 2016 as it currently stands on one slide. The slide will contain the bill name, number of CBOs/school districts impacted, number of students so far, what the funding is, what the bill directed ODE to do, high level of what plan addresses, little about the grants. There will be public testimony March 15 and 16.  |  |
|  | Tony Hopson Sr. thinks the direction should be what we are going to do. Believes what SEI did at Jefferson can be done around the state and get same kind of outcomes.   |  |
|  | A copy of the Plan will be sent to Salam Noor. Jan McCoy will send to House and Senate committees when it's complete. Iris Bell said it should go to Tina Kotek and HECC first; they may have feedback.  | Can get an updated report from   |
|  | Request to get together an ad-hoc group to help Markisha Smith go deep and edit the Plan. Some Group members volunteered.  | the Grantees.  |
| The Future of HB2016  Co-chair Joyce Harris, Education Northwest Co-chair Charles McGee, The Black Parent Initiative | Discussion of the Group moving forward. The ad-hoc group will get the Plan to a place where it's ready to share. It should meet this month as we get ready to take information to cosponsors. Will meet before next Group meeting in April.  It's important to respond to all emails that ask for a response. Moving forward, to have quality and preciseness, we need to hear from Group members. | Cynthia Garton will send meeting invite to ad-hoc group.                       |
| Public Testimony –<br>Co-chair Charles McGee   | There was no public testimony.   | None.  |
| Wrap-up and Next Steps Co-chair Joyce Harris   | Encouragement of group members to attend the Ways and Means public testimony. Presentations on HB 2016, HB 3499 and Tribal Attendance Pilot Project. Suggestion that Grantees could also be present.   | Charles McGee requested someone from Urban League attend the public testimony. |
|  | Discussion of meeting length and why this meeting was changed to three hours; this was due to cost savings and keeping the budget in mind. Group feels that providing lunch would show that we value their time traveling and them doing the work. Discussion of rules for when food can be served at meetings (four hours& working lunch).  | April meeting will be from 9 to 2 and include lunch.                           |
| Adjourn  | Adjourned 12:00  |  |

Next Meeting: April 7, 2017 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.