**M E E T I N G   M I N U T E S\***
**Senate Bill 350/Chapter 417, Acts of 2018**
**Morgan State University -- Task Force on Reconciliation and Equity**

**Wednesday, May 8, 2019, 6:00 p.m.**

Morgan State University
Martin D. Jenkins Hall, Behavioral & Social Sciences Center Building, Room 100
1600 Havenwood Road, Baltimore, MD 21251

**PRESENT:  Task Force Members:** Imam Earl Al-Amin, Dr. Noel Braithwaite, Rabbi Daniel Burg, Dr. Raimee Eck, Dr. John Hudgins, Rev. Flo Ledyard, Dr. Jane Lincove, Rev. Kobi Little, Senator Shirley Nathan-Pulliam, Det. Miguel Rodriguez

**Subcommittee Members & Observers**: Mr. Kenneth Brown, Ms. Kelly E. Crawford, Mr. Kamal Cubas, Dr. Ross Goldstein, Dr. Marisela Gomez, Dr. Angela Henneberger, Dr. David Mann, Mr. Juan Nunez, Mr. Enrique Ribadeneira, Dr. Bess Rose, Dr. Kellee White

**IUR Staff**:  Dr. Tracy R. Rone, Dr. Raymond Winbush

**TASK FORCE MEMBERS ABSENT:**
Ms. Annette March-Grier, Dr. Joanne Martin, Delegate Edith Patterson, Dr. Brian Smedley

\*Note:  There was a technical glitch with the livestream/recording equipment, which resulted in a video recording without any audio.  These minutes have been reconstructed from notes and the PPT from the speakers who provided testimony.

1.      **GREETINGS**

The meeting was called to order at approximately 6:10 p.m.

2.      **RECONCILIATION AND EQUITY: FRAMING OUR WORK**

Dr. Brathwaite shared an "expert example" --  "Systemic Racism Explained" an animated video clip illustrating the context of systemic racism in the U.S.  A brief discussion followed.
https://www.youtube.com/watch?v=YrHIQIO_bdQ

3.      **TESTIMONY: INEQUITY IN EDUCATION**

Dr. Bess Rose and Dr. Angela Henneberger from the Maryland Longitudinal Data System Center (https://mldscenter.maryland.gov/Governance.html) presented testimony. The PPT (which is posted on the webpage of the Task Force https://www.morgan.edu/iur/taskforceonreconciliationandequity) is

based upon the report, "The Role of Concentrated Poverty and Race in Long-Term Academic and Workforce Outcomes" (https://mldscenter.maryland.gov/egov/Publications/ResearchReports/MDStudentandSchoolConcentratedPoverty2019.pdf)

Research for the report originated in response to a request from Senator Bill Ferguson and part of the research have been presented to the Maryland Commission on Innovation and Excellence in Education. Described the purpose and scope of the MLDS Center. The study focused on the research problem – "Students in poverty and Black students have worse educational outcomes."

Presentation highlights (excerpted from PPT):
◊ Graduation rate gap between all student and Black students is closing.
◊ Large gaps on standardized tests—example Algebra I—31% of students score proficient or above, only 13% of FARMS students scored proficient or above and same gap for Black students.
◊ Defining poverty and the overlap of race and poverty.
◊ "-Students who experienced poverty for longer periods of time have worse educational outcomes
  -School concentration of poverty, regardless of individual experience, predicts worse educational outcomes
  -Black-white gaps in standardized test scores and wages persist regardless of poverty
  -Black-white gaps in high school graduation and postsecondary enrollment are reversed when controlling for poverty and school composition"
◊ For predicted total wages for the four quarters after high school, for high school graduates who were not in college, race was a larger factor in wages than student poverty.
◊ "-Black students have lower predicted wages, compared to white students with similar poverty backgrounds who had attended similar schools.
  -Students who had attended schools with larger Black populations also have lower predicted wages, compared to similar students who had attended schools with smaller Black populations."
  -This gap increased for graduates enrolled in college in Maryland. Student and school poverty play a bigger role than with graduates who were not enrolled in college.
◊ Black students more likely than comparable white students to graduate from college.
◊ Black students more like to enroll in college than similar white students.

◊ Question: Definition of "Poverty Background" unclear -- "Average Student Poverty" and "Higher Student Poverty."
  o *Response from presenter:* "Average Student Poverty" = student is in poverty 36% of the time while in school - 6th grade to 12th grade. "Average Student Poverty" = student is in poverty 78% or more of the time while in school - 6th grade to 12th grade. In the data, neighborhood factors play a huge role, but researchers could only rely on the information parents and schools were willing to share. More children may be in the "Higher Student Poverty" category than we know, but parents and schools may under-report.

*Problem:*
◊ Title I Funds are not allocated in Maryland high schools, only K-12. There should be a policy shift to makes all schools Title I.

**Outstanding Questions Requiring Further Research:**

◊ It was proven through the data that there is a skill achievement gap between the races while students are in-school and post-graduation. Why do Black students in high school graduate at higher rates than White students? What factors (social, etc.) play a part in the success of Black students that affect higher graduation rates?

◊ Why do Black students how lower math performance rates?

◊ What drives the inequity? What is the path towards equity?

◊ Reconciliation and Inequality needed for the following populations: disabilities, special education, LGBTQIA, children in concentrated poverty areas.

◊ Workforce policies and practices: there is racism in hiring practices, including who hires and the biases carried when making hiring decisions.

◊ What is the cross-stratification between data?

◊ To what extent with funding from the Blueprint for Maryland's Future (teacher salaries, special ed, low-income, Pre-K, guidance counselors, teacher training, and tutoring services) help to address these issues?

## 4.    SUBCOMMITTEE WORK

Subcommittees met from 7:50 until 8:15.

## 5.    REPORT OF SUBCOMMITTEES

Economic Justice (Dr. Gomez):  Request for the IUR to pull transportation data by county

Education (Dr. Lincove):  Are students being specifically tracked? What is the degree of racial and ethnic socialization across schools and counties?  Graduation rates:  How cohorts change across a 4-year period.  Are we losing students?  Socio-emotional development – how to measure?  Positive behavioral supports (counselors) Stakeholders? Level of teacher experiences affecting quality of education for students?

Faith Communities (Rev. Flo):  Data gathering – ways in which religious groups were implicit in racism

Public Health (Dr. Eck):  Identifying root causes of health inequity, building equity tools, impact statements and research allocation

Public Safety (Det. Rodriguez):  Building outreach statewide, access to update technology, oversight committee, a special commission for EEO complains and whistle blowers

## 6.    ANNOUNCEMENTS

Please work on improving meeting attendance by calling committee members.  Mileage is covered under the bill.

## 7.    ADJOURNMENT

The meeting was adjourned at approximately 8:30 p.m.