



Attendance Advisory Committee

December 2025 Recap

Meeting Recap – December 16, 2025

Time: 1:00–3:00 PM

Format: Virtual

Member Attendance

Member Name	Attend (Y/N)	Member Name	Attend (Y/N)	Member Name	Attend (Y/N)
Adrienne Anderson	Y	Andrea Barnum	Y	Parasa Chanramy	Y
Jessica Cobian	Y	Nike Greene	Y	Esther Harris	Y
Stacey Jacobs	N	Molly Haynes	Y	Amy Johnson	Y
Miles Larson	Y	Cynthia Munoz	N	Myrna Munoz	Y
Jennifer Nelson	Y	Anabel Ortiz-Chavolla	N	Robin Roemer	Y
Paul Sell	Y	Heidi Sipe	Y	Catherine Stelzer	Y
Whitney Wagner	Y	Rachel Wente-Chaney	Y		

Facilitated by: Marnie Jewell, ODE; Attending from ODE: Eulalia Gallegos-Buitron, Dany Douglas, Saskia Dresler

Purpose of the Meeting

The first meeting of the Attendance Advisory Committee (AAC) convened partners from across the state to establish a shared purpose, ground the work in statewide attendance data, surface hopes and desired outcomes, and begin aligning the committee's work with legislative requirements (HB 3199 and SB 315). The meeting emphasized relationship-building, equity, and co-creation, consistent with Oregon's holistic, student-centered approach to attendance and engagement.

Major Discussion Themes & Highlights

1. Welcome, Introductions, and Group Purpose

Participants met in breakout rooms to introduce themselves and reflect on how their work connects to attendance, engagement, and belonging. Early discussion reinforced the importance of shared language, clarity of purpose, and ensuring the AAC adds value beyond prior efforts. Several participants raised questions about how concepts such as “relationships,” “common coding,” and consistency would be defined and operationalized in ways that support educators and students without repeating past approaches.

A student voice video was noted as a powerful grounding tool, with participants observing tensions between individual student improvement and district-level accountability labels, reinforcing the need for more nuanced systems.

2. Grounding in Statewide Attendance Data

Participants engaged with statewide disaggregated attendance data and surfaced both affirmations and concerns. Key discussion points included:

- Appreciation for disaggregated data and attention to equity.
- Significant concern about attendance impacts on recent arrivers, multilingual learners, and students affected by immigration enforcement and regional political climates.
- Questions about unexpected patterns
- Recognition that while progress has occurred in certain areas, attendance challenges remain highly individualized and shaped by ecological, systemic, and cultural factors.
- Discussion of past research on punitive approaches (e.g., fines), noting limited evidence of effectiveness despite isolated local improvements.

Participants emphasized the importance of consistency across systems, analysis of regional variation, and data to understand root causes, particularly for students disengaging prior to graduation.

3. Hopes and Desired Outcomes for the AAC

Building on pre-meeting survey feedback, participants discussed shared hopes for the committee’s work:

- Clear expectations for how input will be used and how members will engage/report back to their communities.

- Strong emphasis on classroom culture, school climate, and student belonging as core drivers of attendance.
- A focus on actionable outcomes that move beyond repeating previous work.
- Transparency about how this advisory effort builds on prior work and existing research.
- Alignment between chronic absenteeism prevention, reengagement, and broader engagement strategies.

Participants expressed a desire for access to evidence-based practices and national best practices, while remaining attentive to local context and avoiding one-size-fits-all solutions.

4. Legislative Foundations: HB 3199 and SB 315

A high-level overview of legislative requirements highlighted timelines, deliverables, and intersections with other state efforts. Participants appreciated attention to alignment across ODE and partners. Key points raised included:

- Interest in accessing materials and learnings from prior workgroups to avoid duplication.
- Clarification of timelines, particularly in relation to budget cycles and member capacity.
- Questions about opportunities for targeted approaches by student focal groups and region.
- Appreciation for intentional alignment between the AAC and interagency bodies.

ODE staff shared that efforts are underway to work ahead of statutory timelines and to coordinate with legislative partners where possible.

5. Attendance Work at ODE

ODE staff provided a brief overview of attendance-related initiatives across the agency, noting the importance of understanding intersections among programs, statutes, and supports. While no extensive discussion followed, participants signaled interest in revisiting these intersections in greater depth in future meetings.

6. Scope, Membership, and Shared Goals

Participants reviewed and discussed a draft scope and membership roles document. Feedback emphasized:

- The importance of clear timelines and expectations.
- Caution against elevating “promising practices” without sufficient attention to local context.

- The need for AAC outcomes to be meaningfully connected to district-level implementation.
- Interest in an organized, accessible library of prior research, recommendations, and tools.

ODE staff will revise the draft based on any feedback received and bring it back for confirmation at a future meeting.

7. Meeting Cadence and Next Steps

Participants expressed appreciation for the proposed meeting cadence, including built-in opportunities for asynchronous engagement. Flexibility, clarity about time commitments, and varied formats for participation (e.g., briefs, drafts, surveys) were identified as important supports for sustained engagement.

Closing Reflections

Participants shared strong appreciation for the intentional design of the meeting, the centering of student voice, and the collaborative, cross-disciplinary nature of the group. There was clear enthusiasm for continuing the work together with a focus on relevance, belonging, and meaningful engagement for all students.