

**African American/Black Student Success Plan
Advisory Committee (AABSS)**

November 19, 2025
9:00 a.m. – 11:00 a.m.

Time	Agenda Item	Details
9:00 a.m.	Welcome Member Anderson, Chair	
9:05 a.m.	Gavel-in & Rollcall Approve Minutes Member Anderson, Chair Feedback for October meeting minutes: <ul style="list-style-type: none"> • Change meeting header for accurate time of meeting, extended beyond 11am • Page 2 isn't asking for an event, just an in-person meeting • Reword portion of the minutes describing how the committee members feel about the space, reword about feeling program is 'unique' • Meeting attendance to reflect member Veronica Dujon of HECC was also present Member feedback was incorporated into the October monthly meeting minutes	<i>Chair</i>
9:10 a.m.	Community Building (Ice Breaker) Member Pitts, Vice-Chair	<i>Community Building</i>
9:15 a.m.	OEDI Welcome Update from Assistant Superintendent, Michael Essien <ul style="list-style-type: none"> • OEDI's new framework: Leading for equity from the inside-out: a liberatory systems framework <ul style="list-style-type: none"> ○ 6-7 Circle Model: Above/Below the Green Line <ul style="list-style-type: none"> ▪ Above the Green Line = Structure, process, pattern ▪ Below the Green Line = Identity, information, relationships ○ Liberatory Design Mindsets <ul style="list-style-type: none"> ▪ Focus on human values ▪ Seek liberatory collaboration ▪ Embrace complexity ○ Leading from the Inside-Out: <ul style="list-style-type: none"> ▪ Self-awareness ▪ Emotional intelligence ▪ Healing & reflection December Meeting Logistics <ul style="list-style-type: none"> • Proposed Meeting Information: <ul style="list-style-type: none"> ○ Proposed date: December 17th, 2025 ○ Proposed time: 9:00 am – 4:00 pm ○ Proposed locations: <ul style="list-style-type: none"> ▪ Salem DAS building: <ul style="list-style-type: none"> • 155 Cottage St NE, Salem, OR 97301 ▪ Portland State Office Building: <ul style="list-style-type: none"> • 800 NE Oregon St, Portland, OR 97232 Member Discussion: <ul style="list-style-type: none"> • How long will Dr. Coefield be sitting in for Program Coordinator Negrette? 	<i>Informational</i>

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	<ul style="list-style-type: none"> ○ ODE does not currently have certainty in terms of an exact return date; however, the agency is in support of assisting both staff and the program as best possible. ○ The permanent person in charge of the program is currently not available, and the agency is doing their best to mitigate the situation as best possible serving all students and programs. ● According to the data, how are individual programs having such great success, but districts aren't? What's happening that's different, what can we do at the district level? ● ODE to reach out to members not present for their input for meeting location. 	
9:25 a.m.	Meeting opens to public	
9:25 a.m.	<p>Charter Review Michael Essien, OEDI Assistant Superintendent</p> <p>Charter Process: How did we get here? Introduce Charter Concept:</p> <ul style="list-style-type: none"> ● Purpose ● Elements ● Coherence & Differentiation <p>Draft Charter & Feedback</p> <p>AABSS Charter:</p> <ul style="list-style-type: none"> ● Reviewed suggestions, edits, challenge points ● Accepted ● Not accepted <p>Member inquiry:</p> <ul style="list-style-type: none"> ● Does this group not accept Charter? <ul style="list-style-type: none"> ○ No, this committee is purely advisory in nature. When it boils down to it, all of the choices come down through the agency. ○ ODE partners with all of the communities to act as guard rails around the work we do. <ul style="list-style-type: none"> ▪ ODE has accepted proposed changes that were acceptable under the legislation. ● The committee was under the impression that there would be more time allocated during the meeting to go through the proposed edits and feedback. <ul style="list-style-type: none"> ○ The edits and feedback have been received, and we are working to move forward. There can be edits and changes made, however that period in general has now closed. ○ Member feedback: This feels as though ODE is being selective with the types of engagement extended to this committee. <ul style="list-style-type: none"> ▪ Members feel undervalued and in need of a culture shift ▪ Volunteer positions are given a very selective stop and go culture of offering feedback and reviewing finalized documents. ○ Essien noted that our in-person meeting will be a great time to work on some restorative practices, as he hasn't witnessed that reality in his limited time here at the agency. 	<i>Discussion</i>

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	<ul style="list-style-type: none"> ▪ We will work to meet everyone where they're at and as a collective try to come to a similar understanding. ▪ Members suggest putting a pause on this conversation until the in-person meeting. ▪ Recognizing these are hard conversations to have, especially virtually. This needs to be a time to build but doing this intentionally is important. ▪ Members want to discuss why items were removed or not included in the draft charter; this conversation has more that need to be addressed ▪ ODE will provide time during the in-person meeting in December to continue this conversation. <ul style="list-style-type: none"> • There needs to be an effective structure for all ODEs agency groups. The structure is important; we value the time of all members and will honor that by working to create policies and practices that meet all community needs. <ul style="list-style-type: none"> ○ There is always time left to chime in on the draft ○ Even if this draft cycle were to close, comments and concerns are always valued and saved on file for the next round of review. 	
9:55 a.m.	<p>Legislative Report Review Dr. Bryce Coefield, EDI Steward</p> <p>Legislative Report</p> <ul style="list-style-type: none"> • Required to be submitted to the interim committees on education every even year • The report is concerning the progress of the plan developed and implemented • Executive Summary is sent to all legislative members • Full report is sent to all education committee members • Any member may request a copy of the full report • Report is posted to the ODE AABSS webpage • Report is due to the legislature on February 1, 2026 <p>Breakout Spaces to review & provide feedback</p> <p>Small Group Feedback:</p> <ul style="list-style-type: none"> • Executive Summary <ul style="list-style-type: none"> ○ Data highlights ○ Data text or graphics ○ Framing • Structure of the report (i.e., history and purpose first, data and grantees last) • Framing the outcomes data • Order of outcomes data <p>If the intention was for members to leave comments in the document, then that should have been more clearly communicated; some members printed and notated personal copies.</p> <ul style="list-style-type: none"> • Members thought there would be time to discuss edits and feedback • Any way members can send feedback, scanning and sending, whatever is easier ODE can then transpose it over to comments in the document, recognize and trying to reduce double work for members. <p>What came up for members during this review?</p>	<i>Discussion</i>

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	<ul style="list-style-type: none"> • Don't see it clearly called out in data regarding enrolment and being on track, lower test scores, and how these numbers are being addressed? • Local jurisdictions can choose what curriculum they would like to choose, and then the state reimburses them. It needs to be called out what curriculum is being selected, how educators are trained, etc. <ul style="list-style-type: none"> ○ Needs to be addressed and aligned otherwise these statewide numbers are inaccurate because there are different curriculums in use. ○ Making sense of the data we need to recognize local control for curriculum adoption and educator PD for background context or the data is not representative ○ Legislatures need to understand this ○ Members feel one job or ODE would be to perform research in various areas has resulted in this disparity, need to use accountability for performance to close that gap in performance. • How much influence does ODE have over local jurisdiction? There seems to be very little trickle down depending on the area. ODE can simply suggest at best. • Historical context of how we got to be here. Stories of slavery, exclusion, and impacts tell the story as it's relevant to what we're seeing now in schools. Nothing started in 2015. <ul style="list-style-type: none"> ○ Naming historical barriers, the history of the bill and oregon as a state is important context <ul style="list-style-type: none"> ▪ Please reach out to ODE if there are specific stories or data/research that members would like to see included in this report ○ Use accessible language throughout ○ Safety and belonging, there's no data points other than suicide <ul style="list-style-type: none"> ▪ Safety and belonging touch everything in a student's experience. ▪ Elevating more points of safety and belonging ○ Don't see it reflected in any reports the importance of having black educators. <ul style="list-style-type: none"> ▪ There are educators who are unable to complete their studies due to financial concerns, but there's research showing how important it is for students to have educators who look like them. ▪ Where has that funding gone? There are proposals to eliminate that budget item, and it needs to be advocated for. ▪ Recognize that this committee cannot advocate on behalf of this body or the agency, can advocate personally as a member of the community and public. ▪ Proposal to eliminate the EAC during the second year of the biennium if the proposed cuts are accepted. <ul style="list-style-type: none"> • Recognizing the work of the EAC vs advocacy • Correlative through line for the number of educators in a students' life who look like them. <ul style="list-style-type: none"> ○ Roughly 12% if they have one educator who looks like them ○ Roughly 30% if they have two educators who look like them • When students in k-12 are exposed to black math teachers, they are much more likely to engage and perform in math. Look up specific data for the Legislature Report ▪ Members noted the need to take measures to retain black 	
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	<p>educators, they are suffering along the students.</p> <ul style="list-style-type: none"> ▪ What level of accountability is there for educators who are actively contributing to the harm and unfair treatment coming from adults? <ul style="list-style-type: none"> • There is a power imbalance here, and it can be extremely detrimental to a student. <ul style="list-style-type: none"> ○ Can be positive influence, or can set them down a harmful path • What are the levels of accountability in terms of caring for youth? <ul style="list-style-type: none"> ○ Make that clear in the Executive Summary of the Legislative Report ▪ The new economic forecast may not be as negative as initially anticipated ▪ Refer to the Accountability Plan ODE put out; districts can be held accountable for outcomes, if they have not improved outcomes or moved the needle. <ul style="list-style-type: none"> • Accountability Implementation Action Plan from June 2025 • Holding a presentation during a future monthly meeting to review the above action plan would be helpful and align with the work of this group. 	
10:50 a.m.	<p>Recruitment process and timeline overview Dr. Bryce Coefield, EDI Steward</p> <p>Due to the timeline required for various portions of the recruiting process, if we were to recruit new members they would only have two months before the group breaks for the summer.</p> <ul style="list-style-type: none"> • Decision to postpone recruitment until this spring/summer • Also aligns with other advisory recruitment as well • Members will be invited to participate in the recruitment and review process <p>Member feedback:</p> <ul style="list-style-type: none"> • With ODE staff that turns over so often, long-term, committed volunteers are the committee's saving grace. Some may not recall, but term limits were tried and failed by the state legislature. AABSS should learn from that example and avoid repeating mistakes. 	<i>Presentation</i>
10:55 a.m.	<p>Community Announcements and Updates Member Anderson, Chair</p> <p>Group was able to attend a group outing even in this time and climate there were funds available</p> <p>Ruby Bridges walk to school day – Ruby Bridgets even sent a personal video thanking Oregon for putting this into legislature</p> <p>Recent board meeting in Portland, to purchase and create a center for Black Excellence.</p> <ul style="list-style-type: none"> • Dec 2nd in PPS District Building – Dr. Matthews Prophet Center meeting to start at 	<i>Informational</i>

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	<p>6:00 pm there will be another meeting regarding the purchase of the building</p> <ul style="list-style-type: none"> ○ May potentially be named after leaders in this space, including Joyce Harris who is a long-time member of this group • Encourage attendance to show support 	
11:00 a.m.	<p>Adjourn Member Anderson, Chair</p>	
<p>Members Present: Renee Anderson, Kellen Akiyama, Carmen Brewton Denison, Chemika Bolden, Iris DeGruy-Bell, Veronica Dujon, Marcus LeGrand, Whitney O'Connell, Damien Pitts, Cynthia Richardson, Kali Thorne Ladd, Earlean Wilson-Huey, Marsha Williams</p> <p>Members Absent: Brian Detman, Nkenge Harmon Johnson, Lawrence White</p> <p>ODE Staff Present: Michael Essien, Jenny Donovan, Bryce Coefield, Miriam Neidhardt McPhee, Candice Castillo, Mujidat Saaka</p>		

Next Meeting: IN PERSON - December 17, 2025, 9 a.m. – 4 p.m.