

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

December 17, 2025  
9:00 a.m. – 4:00 p.m.

	<b>Agenda Item</b>	
9:20 a.m.	<b>Welcome Gavel-in &amp; Rollcall &amp; Approve Minutes</b> Renee Anderson, Chair <ul style="list-style-type: none"> <li>Several corrections made in real time, request made to move approval of November minutes to January meeting due to time constraints.</li> </ul>	<i>Renee Anderson, Chair</i>
9:30 a.m.	<b>Ice Breaker</b> Damien Pitts, Vice Chair	<i>Community Building</i>
10:00 a.m.	<b>OEDI Welcome &amp; Charter</b> Update from Assistant Superintendent, Michael Essien <ul style="list-style-type: none"> <li>Overview of leadership style, Essien’s assessment of SSPs and the need to lean into revising processes to get quantitative data for the legislature that supports increased funding. <ul style="list-style-type: none"> <li>AC: Need to address discriminatory administrative rules at district levels, accountability framework that can help with that.</li> <li>AC: Some districts work well with grantees; some do not. Need ODE to put pressure on districts to get the information.</li> <li>AC: Uncertainty around what ODE’s influence is with districts. ODE says “we can only make recommendations” but this is clearly not true when ODE can set policies.</li> <li>AC: Quantitative data <i>was</i> collected; it was admittedly very Portland-metro centric. There’s been so many leadership shifts so that it’s unclear where that data is stored, but it’s disingenuous to say the data hasn’t been collected.</li> <li>AC: ODE reported that Black educator goals have been met (in cooperation with TSPC, HECC, etc.) this hurts us and our goals. <ul style="list-style-type: none"> <li>This was reported to the AC; we asked who was considered an educator, and we did not push back. Missed opportunity.</li> </ul> </li> </ul> </li> <li>We need to rewrite the RFAs and the SSP in a way the benefits students. Racism is predictable, it doesn’t change. We need to be strategic in how we move forward.</li> <li><b>Charter:</b> Non-negotiables in the charter: (1) There will be term limits; (2) final approval comes from Dr. Williams. Otherwise, all edits are accepted. <ul style="list-style-type: none"> <li>AC: Need to consider that there are some rural areas where there are only 1-2 teachers in the area.</li> <li>AC: Clarified that there is no data to support that there are lots of people who want to join who can’t.</li> <li>AC: K-12 teachers need to get permission from their administrators before they can join – that limits who can join.</li> <li>AC: There are folks in higher education who would like to join but can’t, or who don’t want to join because they don’t know what we do.</li> <li>AC: Important to preserve the institutional knowledge as we start rotating people off.</li> </ul> </li> <li>We need an onboarding process to digitize the record book.</li> <li>The charter is a living document – if it’s not serving our purposes, it can be changed.</li> </ul>	<i>Informational</i>

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10:20 a.m.	<b>SSP Review –Root Cause Analysis</b> <ul style="list-style-type: none"> <li>Root cause analysis: We need to do a root cause analysis with internal ODE staff and the AG to assess what is happening with our students. <ul style="list-style-type: none"> <li>AC: No visibility of the AABSS to several important groups around the state. What are some ways this can be addressed? <ul style="list-style-type: none"> <li>ODE: Not seeing discussions around the complexity of Black students. They have multiple needs but there aren't conversations around this in leadership spaces. Need to insert the Whole Child Framework in ODE. Having that as a part of the policy, connected to the accountability framework is important.</li> <li>AC: Silos at ODE are preventing us from implementing these important frameworks. They need to be broken down to make the root cause analysis work.</li> <li>AC: OHA is doing a lot of work collecting data on Black students' suicidality and the impacts of racism on Black students' mental health. How does siloing affect us getting that data? <ul style="list-style-type: none"> <li>ODE: OEDI now includes health in education and multilingual and migrant education, so there is a lot less siloing within our office. Can't control other offices but within our office we're having these cross-collaborations.</li> </ul> </li> <li>ODE: OEDI is creating a curriculum to train ODE staff on culturally responsive pedagogy. A "Train the Trainer" curriculum is currently being developed for OEDI staff to use.</li> </ul> </li> </ul> </li> </ul>	<i>Informational</i>
11:15 a.m.	<b>Announcement: Legislative Report Timeline</b> <ul style="list-style-type: none"> <li>Purpose of the report is to provide an overview of the last biennium</li> <li>Executive Summary can be no more than 2 pages</li> <li>Now through December 29, 2025 – open for feedback</li> <li>January 2026 – Final report reviewed by ODE Executive Leadership Team</li> <li>February 2, 2026 – Full Report sent to the Legislative Committees on Education and Executive Summary sent to full legislature <ul style="list-style-type: none"> <li>Question: When presentations are given to the legislature about this work, in the past the chair and co-chair and have been present. Will that happen again? It's helpful when there are detailed questions. OEDI will check on any rules and changes to rules and come back with an answer – storytelling and historical knowledge will be important.</li> </ul> </li> </ul>	<i>Informational</i>
11:20 a.m.	<b>Grounding Activity – Tree of Expectations</b> <i>Notes from this section are being tracked in the SSP review process documentation</i>	<i>Community Building</i>
11:40 a.m.	<b>SSP Review – Grounding in Legislation</b> <ul style="list-style-type: none"> <li>We're looking at the statute and not the House Bill because the statute gets updated; the House Bill is static. Plan must address everything in the statute, regardless of what was originally in the bill.</li> <li>Feedback: <ul style="list-style-type: none"> <li>Send follow-up email w/statute and add it to dashboard</li> <li>Email access and instructions to AABSS dashboard</li> <li>It would be helpful to see where the data from the report card comes</li> </ul> </li> </ul>	<i>Discussion</i>

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	<p>from.</p> <ul style="list-style-type: none"> <li>○ Processes in school districts – ODE can have policies about how districts define infractions, could leverage that power, but it's not happening yet.</li> <li>○ Schools have “insubordination” as a discipline category that teachers and administrators can mark basically anything under. Categories should be more specific. Oversight at the district level and collecting data has been shown to make a big difference in discipline rates for Black boys.</li> <li>○ Need for having more teachers of color, specifically more Black educators, more personnel – that's in the plan but it's not in the statute, though it was in the original House Bill. <ul style="list-style-type: none"> <li>▪ Updating the statute is very risky, but updating the plan is quite easy, so we put specifics in the plan and leave the statute broader. The plan can utilize any strategy you want – the statutory objectives being broad is a good thing because it gives the group flexibility.</li> </ul> </li> <li>○ Q: How constrained is the group in attempting to see improvement in areas outside what's outlined in the statewide report card? <ul style="list-style-type: none"> <li>▪ Not constrained - the report card is required, but it does not limit, and the group has a lot of flexibility.</li> </ul> </li> <li>○ We want the plan to be very specific about how things are improved. By what metric? The word “increase” could mean something very negligible.</li> <li>○ The statutory objectives are clear that it addresses early childhood through postsecondary, but ODE only serves K-12. We need to consider that when looking at the plan. <ul style="list-style-type: none"> <li>▪ Historically, DELC and HECC were represented on the AC, now the representation is inconsistent.</li> <li>▪ Folks were told that if organizations were not serving K-12 students, they would have to bring funding to the table. That appears to be untrue but needs clarity. <ul style="list-style-type: none"> <li>• ODE: Leadership had a conversation about that, but partnerships with these organizations in times where funding is tight is important. ODE can't oversee early learning and higher education, but they can partner with them.</li> </ul> </li> <li>▪ Early on, the representatives from DELC and HECC looked at what their organizations were doing that could support what the K-12 students were doing.</li> <li>▪ Curiosity about funding streams that appear to still be fluid within ODE for some SSA funds, specifically a bid that went out in November for contracting services related to TA.</li> </ul> </li> <li>○ ODE: We need a clear plan in order to be able to ask for more funding. That's the goal right now.</li> </ul>	
1:00 p.m.	<p><b>SSP Review – Student Strategies</b> <i>Notes from this section are being tracked in the SSP review process documentation</i></p>	<i>Discussion</i>
2:00 p.m.	<p><b>SSP Review – Educator Strategies</b> <i>Notes from this section are being tracked in the SSP review process documentation</i></p>	<i>Discussion</i>
3:45 p.m.	<p><b>Community Announcements and Updates</b> 1/19 (MLK Day): Urban League of Portland is celebrating Dr. King from 10-12 at a brunch.</p>	<i>Informational</i>

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	<p>Black History Month in Central Oregon –</p> <ul style="list-style-type: none"><li>• 2/7 Wellness Workshop for Students, Families, Community Members. Free for everyone. Student-led.</li><li>• 2/24: Ijeoma Oluo keynote</li><li>• 2/25: Black History Celebration Dinner – student led</li></ul> <p>1/20: Town Hall meeting with Black legislators – they'll share their priorities with us; we'll share ours with them.</p> <p>1/19 (MLK Day): Teaching with a Purpose is putting on a student with purpose event on MLK Day at OMSI.</p> <p>12/22: Center for Black Student Excellence will be toasted at 3 PM at 1 North in Portland – tour of the building, etc.</p>	
4:00 p.m.	<b>Adjourn</b>	

**Next Meeting: January 21, 2026, 9 a.m. – 11 a.m.**