

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

February 18, 2026
9:00 a.m. – 11:00 a.m.

Time	Agenda Item	Details
9:00 a.m.	Welcome & Expectations Renee Anderson, Chair	
9:05 a.m.	100 Years of Black History Month Ice Breaker Damien Pitts, Vice Chair	
9:10 a.m.	Public Portion of the Meeting Opens	
9:10 a.m.	<p>Student Success Plan Metric Data Presentation Stephanie Chen-Wu Gluck</p> <p>Outline of Metrics Covered: From HB2016: From HB2016 AABSS Student Success Plan</p> <ul style="list-style-type: none"> • Educators • Literacy and Numeracy* • Attendance* • Discipline • 9th Grade On Track* • Graduation* • Postsecondary enrollment • Parental engagement; • Engagement of students in educational activities before and after school; • Early childhood and kindergarten readiness; • Improve literacy and numeracy levels between K and 3rd grade; • Support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance; • Culturally responsive pedagogy and practices from early childhood through post-secondary education; • Development of culturally responsive curricula from early childhood through post-secondary education; <p>*SB141 Education Accountability Act metrics</p> <p>SP141 Education Accountability Act Metrics:</p> <ul style="list-style-type: none"> • K-2 Regular Attenders • K-12 Regular Attenders* • 3rd Grade ELA* • 8th Grade Math* • 9th Grade On Track* • Four-year Graduation* • Five-year Completion • Local Metrics <p>*AABSS SSP metrics</p> <p>Member question: How were these metrics decided on? Members would like to hold a conversation regarding an update to the plan and more relevant metrics.</p> <ul style="list-style-type: none"> • That is a historical question as it was drafted in 2016. Some members present were 	

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a part of that conversation at that time, and the metrics were determined based on data that was research based and available at the time.

- Members expressed the feeling that ODE was largely responsible for these original metrics of measure and would like to be more involved in the decision and revision process moving forward.
- Member voiced that the data recording has evolved as initially there were no options for students to select multi-racial with an AAB identity, whereas that would have a large impact and should be considered.

Member feedback:

- Members would like to see metrics comparing the total number of students across this space for better comparison.
- How will this data collection be maintained as the Education Advancement Council (EAC) is now currently under scrutiny. What were some of those causal factors that led to this? With these programs under attack, how will we protect our students and the ability to collect data?
 - The regional support network is also at risk as well.
- How is the longevity of employment measured when tracking educators of color? How is contract status being measured and retention of staff?
 - Members referenced an additional report that tracks educator retention and longevity:
 - [Oregon Longitudinal Data Collaborative Research and Reports](#)
 - [OLDC-Oregon-Teacher Study.pdf](#)
 - [Oregon Longitudinal Data Collaborative - Oregon Educator Workforce Dashboard](#)

Towards a More Inclusive and Representative Definition for Race and Ethnicity

- **AA/B Only** – Students who just identify as African American/Black (AA/B) with no other identified race/ethnicity (federal definition).
- **AA/B Plus** – Students who identify as AA/B in combination with any other race or ethnicity (AA/B+ Latinx and AA/B+ Multiracial).
 - AA/B Plus - Any student who identifies as AA/B in combination with any other race or ethnicity (Sum of AA/B+ Latinx and AA/B+ Multiracial).
 - This group includes students who identify as AA/B as well as Hispanic/Latino (AA/B+ Latinx). In other reports issued by ODE, these students would be counted as Hispanic/Latino.
 - This category also includes students identified as AA/B and one or more additionally identified races such as White, African American/Black, Asian, or Pacific Islander/Native Hawaiian (AA/B+ Multiracial). In other reports issued by ODE, these would be counted as multi-racial.
- **Non AA/B** – Students who do not identify as AA/B or AA/B in combination with any other race or ethnicity.

Member feedback:

- What is ODE doing to unpack these mixed identities? How is it being accounted for in terms of data as it impacts services and funding.
 - ODE is working to gather the most impactful data while still protecting their rights.
- Members expressed concern over student data illustrating student achievement in mathematics and English.

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| | <ul style="list-style-type: none">○ There is a structural problem of how math and English are being taught, separate from this current issue. There is a secondary problem that centers around pedagogy. Once we understand that students aren't performing as intended, then we can move forward to address the supports necessary to remove barriers for various communities.○ Members expressed personal experience with educators suggesting special education as the support necessary; however, that cannot fully address the issue; more needs to be done.○ Members voiced that the shift towards technology has led to a more hands-off approach from educators which is affecting these numbers and the results we're seeing reflected in the data.○ Members pointed out that none of the measured communities are scoring higher than 50%; there is a systemic problem across the board. When students are not given assistance but are moved from grade to grade, they fall farther behind.<ul style="list-style-type: none">▪ Oregon's baseline needs to improve across all schools and communities. Once that is addressed, we can better address how to provide specific support for communities and identities.▪ Making the subjects applicable to students and their interests allows students to connect to the subject matter. If educators aren't bridging that connection with students, then it's not the student's problem.▪ Educators are salaried and non-exempt, so they're not compensated for after school hours or programs.▪ Members noticed that even white students aren't performing with high rates of success. This is primarily a systemic problem. Educators, post-Covid are leaning too heavily on technology and videos, and it's replacing the hands-on unique approach that led to better results.<ul style="list-style-type: none">• How can we build in more areas that center around special training for educators?▪ ODE Superintendent Dr. Williams commented: Dismantling mindsets around who are math capable, creating opportunities for all students to access math rigor at grade level in culturally responsive ways. Increasing training for teachers. We will be able to amplify best practices through our accountability framework efforts as well<ul style="list-style-type: none">• Oregon has one of the shortest school years in the country and can vary even further from district to district.• Oregon is actively exploring areas to build up students from all communities starting at as early as possible. One example is the new early literacy initiative that is working to build norms and frameworks to address this data.▪ A member noted personal experience with the school system centering around family leave due to vacation.<ul style="list-style-type: none">• One of their students' schools came back with the response that their students will receive all 0's on their assignments because vacation isn't deemed an 'excused absence' per school policy.• Families don't want to push back and cause bias moving | |
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	<p style="text-align: center;">forward, but the systems themselves are not structured to support students' success.</p> <ul style="list-style-type: none"> • This will lead their students to being represented in this data based on their previous performance. <p>Due to time constraints, this data presentation will continue at a later date. Expressed gratitude for the time and fruitful discussion.</p>	
<p>10:00 a.m.</p>	<p>Grantee Presentations Linn-Benton NAACP, Jason J. Dorsette</p> <p>Corvallis, Albany and Lebanon Academic Student Success Data (Year 1)</p> <ul style="list-style-type: none"> • Academic Success Data: <ul style="list-style-type: none"> ○ Chronic Absenteeism: <ul style="list-style-type: none"> ▪ 2023-24: 25% ▪ 2024-25: 25% ○ Suspension Rate (Corvallis only) <ul style="list-style-type: none"> ▪ 2023-24: 1% of all suspensions ▪ 2024-25: .08% of all suspensions ○ Math Proficiency <ul style="list-style-type: none"> ▪ 2023-24: 24% ▪ 2024-25: 24% ○ Reading Proficiency <ul style="list-style-type: none"> ▪ 2023-24: 37% ▪ 2024-25: 40% <p>Educators Professional Development:</p> <ul style="list-style-type: none"> • Regional Racial Equity Group • Black and mixed-raced identity development 6 session series • Culturally responsive teaching • Bias Responsive Protocol Development and Implementation • Bi-monthly meetings with School District Superintendents & Project Manager <p>Parent, Family and Community Engagement:</p> <ul style="list-style-type: none"> • Four Family Listening & Engagement Sessions Across 3 School Districts <ul style="list-style-type: none"> ○ Community building prompts ○ Play time for kids ○ Distribution of culturally relevant materials (books, coloring books, puzzle games) ○ Connection with families and district leadership, family surveys and input forms ○ More than 50 families have attended the community building dinners (re-calibrate Lebanon Community School District Family Engagement Night) • Juneteenth Celebration and Community Dialogue <ul style="list-style-type: none"> ○ Juneteenth celebration with keynote speaker Michael A Johnson, Black student success scholar ○ 2 Workshops <p>Culture, Identity, and Language:</p> <ul style="list-style-type: none"> • Middle school before school student support program with basketball coach Eric Ely • BSU connects with community mentors from OSU students and staff 	

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- Students attended a field trip to the cultural center at Oregon State University
- Juneteenth Black Rodeo
- More than 50 students are participating in the BSIU, student support programs, and educational excursions
- Dr. MLK, Jr. High School Assembly
- Leticia Carson Homestead in partnership with Oregon Black Pioneers (Spring 2026)

Annual African American Youth Leadership Conference (AAYLC) Leadership Development

- What is the AAYLC: The African American Youth Leadership Coalition created and facilitates the annual AAYLC. The conference centers on leadership development, cultural affirmation, and academic success for African American middle and high school youth. Through keynote speakers and workshops, it fosters empowerment and resilience of youth
 - 20th Annual conference
 - Intended audience: middle & High School youth including homeschooled
 - Annual attendance: 550-650
 - Middle schools: 27
 - High Schools: 22
 - Workshop presenters: 28
 - Chaperones: 70
 - College Universities, Trades: 20
 - Community Volunteers: 20
 - Sponsors: 12
 - Comments from students 2025 conference:
 - “I liked it because I could finally belong.” - 6th grade
 - “It’s great to feel good in a place like that.” - 7th grade
 - “I like it because I got to see other people from different schools.” - 8th grade
 - “I love it because it gives a home kinda feeling.” - 9th grade
 - “Very empowering.” - 10th grade
 - “Felt good. Most black people I’ve seen in Oregon at once.” - 12th grade

High School Mentorship Program – Leadership Development

- Program Purpose: The AAYLC High School Mentorship Program serves African American high school students by connecting them with Black mentors who provide academic guidance, personal and leadership development, and access to resources that support student success.
- Outcomes (2025):
 - 20 student participants
 - 18 mentors
- Successful mentor training and orientation:
 - Community engagement and outreach events include but are not limited to:
 - Juneteenth (150)
 - Black Family BBQ (120)
 - Back-to-school Dinner: 40+ attendees
 - Various school district BSU meetings
 - Family Listening Sessions
 - School-readiness resources distributed to students and prospective

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	<p style="text-align: center;">mentees. The high school mentorship program has become a community resource for youth and family assistance.</p> <p>Our Collective Impact: A Coordinated Ecosystem of Support</p> <ul style="list-style-type: none"> • What Does our Collective Impact Look Like? <ul style="list-style-type: none"> ○ Shared vision & accountability ○ Integrated strategy ○ Mutually reinforcing activities • Our Collective Impact Matters Because: <ul style="list-style-type: none"> ○ Increases consistency ○ Reduces gap in support ○ Strengthens trust ○ Leverage resources • Our Collective Impact Success Manifests As: <ul style="list-style-type: none"> ○ Improved student belonging and engagement ○ Stronger family and community partnerships ○ Aligned efforts toward measurable improvements <p>Black Excellence Symposium 2026: Save the Date</p> <ul style="list-style-type: none"> • February 27th • Who should apply? <ul style="list-style-type: none"> ○ Grades 9-12 ○ Want to connect with Black peers ○ Care about improving your school & community • Half-Day Student Event: <ul style="list-style-type: none"> ○ Meet inspired Black leaders ○ Join small groups to discuss you experiences ○ Share a meal & build community ○ Create an action plan to share with school & district leaders • Use your voice to: <ul style="list-style-type: none"> ○ Speak on bias, safety, belonging ○ Build better schools ○ Affirm Black student leadership 	
10:15 a.m.	<p>Grantee Q & A AABSS Advisory Committee</p> <p>How are we tapping into career fields that don't typically have professionals who identify with our students?</p> <ul style="list-style-type: none"> • LBNAACP taps into the broader network across the nation in order to leverage professionals to engage with students virtually. • If we are working with individuals outside of our community, we work ahead of time to frame the space and set expectations as necessary. Community staff also sit in space as well to ensure cultural responsiveness is a central aspect to all areas. <p>What is the challenge mentioned referring to data? Is it that data isn't being collected by districts and schools, or that it's not being shared with CBOs?</p> <ul style="list-style-type: none"> • Some districts have a 'data person', in others there isn't. Due to budget constraints, hard decisions have been made, leading to the elimination of some of these data professionals. 	Q & A

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	<ul style="list-style-type: none"> • Secondly, the data conversation needs to be reframed as districts can interpret it as not being positive and then are unlikely to share it back out. Gate keeping has been an issue, so there is a constant effort to reframe conversations, so we can all move forward together. <ul style="list-style-type: none"> ○ Member feedback: There needs to be some kind of agreement with grantees requiring data to be a part of reports so that districts are compelled to share the information they have with grantees. 	
10:30 a.m.	<p>Grantee Presentations AdultingIRL, Des Bansile</p> <p>Program: #WeGotUs – Suicide Prevention and Workforce Readiness Initiative</p> <ul style="list-style-type: none"> • Adulting IRL is a nonprofit, peer-run organization focused on suicide prevention for African American/Black youth with intersecting LGBTQ+ identities. These populations are disproportionately affected by suicide, including suicidal thoughts, planning, attempts, and deaths. <p>In real life:</p> <ul style="list-style-type: none"> • Young people see what is happening long before any system catches up. They carry each other through suicidal thoughts, grief, anxiety, and everything else life throws their way. And they do it without tools, without training, and without recognition. <p>#WeGotUs:</p> <ul style="list-style-type: none"> • Our #WeGotUs: Suicide Prevention and Workforce Readiness Initiative has filled the gaps that students were left with. We have developed a school-based peer support framework that extends beyond crisis response. It is already changing how care looks, how it feels, and who delivers it inside schools. • This framework works because the three programs are designed to move in tandem <p>Program: #YouGoodFam?</p> <ul style="list-style-type: none"> • First-Aid Suicide Intervein Training: <ul style="list-style-type: none"> ○ 4 hours, peer-centered, skills-based ○ Teaches students to recognize and respond to crises ○ Strengthens their own mental health practices ○ Empowers them to connect peers to long-term resources ○ Improves focus, academic engagement, and resilience ○ Certification <p>Program: #NoApologies:</p> <ul style="list-style-type: none"> • Self-Love Workshop <ul style="list-style-type: none"> ○ 8 weeks, reflection and practice-based ○ Builds radical self-love, identity, and resilience ○ Gives students tools for emotional regulation and healing ○ Reduces disciplinary issues by promoting healthy coping <p>#Amplify&Thrive</p> <ul style="list-style-type: none"> • As part of Adulting IRL’s #WeGotUs Initiative, #Amplify&Thrive <ul style="list-style-type: none"> ○ builds on the strengths students already carry identity, resilience, and lived experience. Over the course of two years, interns receive culturally responsive education, hands-on skill-building, and support through peer mentorship. They earn a paycheck, become Certified Youth Peer Support 	<i>Informational</i>

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	<p style="text-align: center;">Specialists (YPSS), prepare the Traditional Health Worker (THW) credential, and gain the tools to lead mental health support in schools and community spaces.</p> <ul style="list-style-type: none">• Youth Peer Support Specialist Certification Internship:<ul style="list-style-type: none">○ Designed for high school juniors and seniors○ Interns receive mentorship and real-world leadership training○ Leads to Traditional Health Worker certification○ Provides career pathways in peer support and behavioral health○ Students transition from being supported → to supporting others○ THW Certification <p>Year 1: Foundations of Peer Support:</p> <ul style="list-style-type: none">• Students develop the personal and professional skills necessary to support their peers and prepare for certification.<ul style="list-style-type: none">○ Fall Semester:<ul style="list-style-type: none">▪ Orientation and program expectations▪ Self-reflection, self-care, and journaling▪ Communication and listening skills▪ Introduction to peer support and ECHOES of PEACE framework○ Outcomes:<ul style="list-style-type: none">▪ Students establish self-care routines, develop communication tools, and begin practicing peer support.○ Spring Semester:<ul style="list-style-type: none">▪ YPSS Certification coursework (#ISeeYoucurriculum)▪ Cultural competency and intersectionality▪ Ethics, scope of practice, and legal responsibilities (confidentiality, FERPA/HIPAA basics)▪ Executive functioning and documentation○ Outcomes:<ul style="list-style-type: none">▪ Students complete YPSS Certification, demonstrate cultural and ethical competencies, and understand how to work in multidisciplinary school and community systems.○ Summer Semester:<ul style="list-style-type: none">▪ Trauma-informed care, restorative justice, healing-centered engagement▪ Motivational interviewing and conflict resolution▪ Suicide prevention and recovery support▪ Advocacy and facilitation skills▪ Mentor shadowing at partnered nonprofits○ Outcomes:<ul style="list-style-type: none">▪ Students either graduate with a Certificate of Completion and are eligible for the THW credential with the option to advance to Year 2 for leadership training.• Year 2: Leadership Training<ul style="list-style-type: none">○ Students transition from learners to leaders, applying skills through facilitation, mentorship, and career readiness.○ Fall Semester:<ul style="list-style-type: none">▪ Mapping community resources and systems of care▪ Outreach methods and engagement strategies▪ Group facilitation and leadership practice▪ Ongoing mentor supervision and feedback○ Outcomes:	
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	<ul style="list-style-type: none"> ▪ Students independently facilitate peer support spaces and demonstrate leadership growth. ○ Spring Semester: <ul style="list-style-type: none"> ▪ Transition into peer mentor roles ▪ Coaching and supporting new participants ▪ Advocacy projects and public speaking ▪ Refinement of facilitation and leadership identity ○ Outcomes: <ul style="list-style-type: none"> ▪ Students mentor peers, strengthen facilitation skills, and expand their advocacy work in school and community settings. ○ Summer Semester: <ul style="list-style-type: none"> ▪ Final role plays and integration of advanced peer support skills ▪ Career exploration and post-graduation planning ▪ Reflective practice and growth assessment ▪ Graduation and transition support ○ Outcomes: <ul style="list-style-type: none"> ▪ Students graduate as certified peer mentors with practical leadership experience and the ability to apply peer support principles and theory across school, community, and workforce settings. 	
10:50 a.m.	<p>Grantee Q & A AABSS Advisory Committee</p> <p>How many AAB students does this program effect on the ground? These students are trained and then go out into the world to help their peers. Is there any data regarding the full reach of this program? Also, how is this program differentiating between the needs of our AAB students and their unique needs and struggles?</p> <ul style="list-style-type: none"> • Everything that is taught in the trainings is coming from the lens of being AAB and queer. Recruitment - although it is not a requirement - is intentional and targeted to ensure spots within the program are reaching students who would benefit the most. We work closely with our community partners to reach the students that will be most affected and benefit the most from our program. <p>With all of the programs, are there different cohorts for each, or are they the same students who are completing all of the programs? Also, how is their impact on their peers being tracked?</p> <ul style="list-style-type: none"> • Between 2021 and today #YouGoodFam has trained over 1,000 young people, although we realized they needed level 2 services, which is when the second program was born. • There is no requirement for students to complete all three programs, although they typically become excited and engaged, then bring their friends and move through all the programs. • We have also seen students who graduate out of the programs return as peer mentors. Our ideal is to track students from middle school through high school to measure impact and reach. The goal is to create such a tool, although due to mainly budget restrictions that have predominantly been done through grassroots outreach. <ul style="list-style-type: none"> ○ Member feedback: Evaluation and impact tools are very important from a philanthropic lens; there are more areas of reach when impact and reach can be quantifiable. 	Q & A

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	<p>How are AAB students being centered in a space that is open to all, including other marginalized communities?</p> <ul style="list-style-type: none"> • The program starts with what is called marginal awareness. Facilitators use tools and verbiage in order to build skills and space so that peers are encouraged to voice their feelings and given opportunities to reframe as necessary. • Based on experience, the youth have understood the impact of these programs coming from a lens of AAB perspective, and it has been very well received from all youth. <p>This program is very important and very timely based on what students are experiencing. Is there an option for students to be dual-enrolled to gain additional credit through their schools? Have you reached out to partner with their academic counselor or connecting with community colleges so that students can apply these life skills towards larger goals?</p> <ul style="list-style-type: none"> • That is very important feedback. We've been connecting with CTE programs to help shape a mental health track that incorporates these programs. The current barrier is that via their track youth can't receive compensation for their work, although the goal is that this could be licensed as an elective course within schools so that students can enroll in their junior year. <ul style="list-style-type: none"> ○ Member feedback: high schools can use student workers so the youth can be compensated for their work. <p>It may be helpful to create an alumni list of sorts for follow-up and longitudinal studies to track how program graduates use the skills they've learned in their next steps.</p>	
11:06 a.m.	<p>SSP Worktime Discussion / Community Announcements Renee Anderson, Chair</p> <p>Due to upcoming Advisory Committee recruitment, the Chair proposes postponing the Student Success Plan Revisions until new members are brought on so they can be a part of the discussion.</p> <ul style="list-style-type: none"> • New Advisory members are recruited over the summer • SSP revisions would begin in September <p>Additional options would be to utilize the 11:00am – 12:00pm hour to complete the SSP Revisions.</p> <p>Member feedback:</p> <ul style="list-style-type: none"> • 3-hour meetings are not an effective use of time • Is there a deadline for this plan to be completed? It will be a thoughtful and deliberate process, so it seems fine that new members will be brought on and integrated into the process as it is ongoing. • Allot 2.5 hours from 9:00am - 11:30am so that there's a buffer for time. Meetings generally run over, so planning accordingly would be helpful for everyone. 	<i>Discussion</i>
11:10 a.m.	<p>Adjourn Renee Anderson, Chair</p>	

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Members Present: Member Anderson, Member Akiyama, Member Brewton Denison, Member Bolden, Member Detman, Member Dujon, Member O'Connell, Member Pitts, Member Richardson, Member Thorne Ladd, Member Wilson-Huey, Member Williams

Members Absent: Member DeGruy-Bell, Member Harmon Johnson, Member LeGrand, Member White

ODE Staff Present: April Negrette, Jenny Donovan, Miriam Neidhardt McPhee, Jenni Amado, Michael Essien, Stephanie ChenWu Gluck, Mujidat Saaka, Dr. Candice Castillo, Dr. Charlene Williams

AABSS Grantee Presenters: Desiree Bansile – Adulting IRL, Tiana Thrower – ULPDX, Jason Dorsette, Kiara Huey & JoAnn Miller - LBNAACP

Next Meeting: Online – March 18, 2026, 9 a.m. – 11 a.m.