



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

April 16, 2025
9:00 a.m. – 11:00 a.m.

Tina Kotek, Governor

Dr. Charlene Williams
Director of the Oregon
Department of Education
Deputy Superintendent
of Public Instruction

Torrey Sims
Assistant Superintendent of the
Office of Equity, Diversity, and
Inclusion

Bryce Coefield Ph.D.
African American/Black Student
Success Coordinator
Office of Equity, Diversity, and
Inclusion

Time	Agenda Item	Details
9:00	Welcome Renee Anderson, Co-Chair	<i>Discussion</i>
9:05	Gavel-in & Roll-Call, Approve Minutes Renee Anderson, Co-Chair Previous Monthly Meeting Minutes: <ul style="list-style-type: none"> • AABSS Advisory Group Minutes 1.15.25.pdf • AABSS Advisory Group Minutes 2.19.25.pdf • AABSS Advisory Group Minutes 3.19.25.pdf Members in attendance reviewed and unanimously approved previous monthly minutes.	<i>Informational</i>
9:26	Icebreaker/Community Building Damien Pitts, Vice Chair	<i>Discussion</i>
9:34	OEDI Welcome & Updates Torrey Sims, OEDI Assistant Superintendent Bryce Coefield Ph.D., AABSS Program Coordinator <ul style="list-style-type: none"> • Torrey Sims will be extending his interim length of term back to its original end date of June 30th. • Oregon Department of Education (ODE) has held internal discussions <ul style="list-style-type: none"> ○ Disparity study needs lots of work to narrow the scope before implementation planning can begin. ○ We will begin working to refine that scope so we can move forward. Will be working with the group throughout the process, more information to come. ○ Take away message: We are working on the disparity study, everything we are doing now is working ourselves towards this goal. ODE will be working with the Advisory Group throughout the process to hear community voice and feedback. <ul style="list-style-type: none"> ■ Q: Anticipated completion date by June 30th? ■ A: No, disparity studies generally take ~3 years, and we are in the very preliminary steps, the project homework phase of the process and anticipate it will be a long term project. ODE is identifying next steps, identifying vendors that 	<i>Informational</i>



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	<p>were suggested by the group. That specific vendor won't be eligible to work with ODE again for another 2 years.</p> <ul style="list-style-type: none"> ■ Members request there be an ongoing point person for this project as Torrey transitions out. ○ The special education program is on the brink of disappearing. Does that study take into account students with special needs? <ul style="list-style-type: none"> ■ ODE is looking forward to this input in order to narrow the scope of this project, and will be taking this group input into consideration. ○ If the Department of Justice (DOJ) goal is to narrow the scope, who will be doing that and what data/research will they have access to? To solve issues at a policy level, what does the research say as far as impact on these disparities? If there are too many criteria then the data will be spread too thin. Who will identify the existing research that will be used to build this project scope? <ul style="list-style-type: none"> ■ ODE has brought our member of the Research, Assessment, Data, Accountability, and Reporting (RADAR) office to speak to the group later. There is a large amount of data that already exists internally that we can use to shape this work. ● Welcome to our new interim office Director, Jenny Donovan <ul style="list-style-type: none"> ○ Previously in this office with the Safe and Inclusive Schools team ○ Over 10 years experience with the state, mainly in the Department of Education ○ Law degree from Vermont ○ History of working as advocate for various traditionally marginalized communities ● The state of Oregon has recently sent out a letter to the federal government, and the Department of Education stands with the state. <ul style="list-style-type: none"> ○ Gratitude that the state was able to put something out, giving intentional voice to underrepresented students within the state. ○ The group acknowledged appreciation that the state was able to give such a clear and strong response. 	
9:50	<p>Civil Rights Unit Updates Taylar Lewis J.D., Marinda Peters Ph.D., Jillian Stone</p> <p>It has been requested for ODE to share more information regarding accountability measures that are in place for districts. The Civil Rights team has been invited to provide insights and feedback to the group.</p> <ul style="list-style-type: none"> ● Background <ul style="list-style-type: none"> ○ ODE Civil Rights Unit provide support to Oregon K-12 public school and public charter school communities on 	<i>Informational /Discussion</i>



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	<p>state and federal civil rights laws and nondiscrimination</p> <ul style="list-style-type: none"> ■ Civil Rights Specialists: <ul style="list-style-type: none"> ● Training and technical assistance to school/ESD staff ● Oversee Civil Rights Coordinator program and training ■ Civil Rights Support Specialists: <ul style="list-style-type: none"> ● Provide education to the community on district's civil rights obligations ● Help members of the school community navigate complaint process <ul style="list-style-type: none"> ● Oregon Laws and Rules: <ul style="list-style-type: none"> ○ ORS 659.850 prohibits discrimination in all publicly funded schools and districts. ○ The Creating a Respectful and Open World for Natural Hair Act (CROWN Act) modified Oregon nondiscrimination law to include protected hairstyles. ○ Every Student Belongs prohibits symbols of hate and requires schools to respond to bias incidents. ○ ORS 338.351-654 Harassment, Bullying, and Intimidation requires policies that prohibit harassment, including based on protected classes. ● District Obligations Under Oregon Law <ul style="list-style-type: none"> ○ OAR 581-021-0045 and 581-021-0046 prohibit schools from discriminating against students based on protected classes. ○ OAR 581-022-2370 requires schools to have complaint procedures for receiving and resolving complaints of discrimination. ○ OAR 581-021-0045 requires schools to post a notice of nondiscrimination on their website, and to annually notify members of the school community. ○ OAR 581-021-0655 and 581-021-0660 requires schools to designate a Civil Rights Coordinator to oversee compliance with state discrimination law. ● Civil Rights Coordinator Designation <ul style="list-style-type: none"> ○ As of January 1, 2024, ORS 332.505 requires school districts and public charter schools to designate one or more Civil Rights Coordinators to oversee the implementation of state and federal civil rights law. <ul style="list-style-type: none"> ■ A civil rights coordinator designated under this rule must: <div style="margin-left: 20px;"> <p>(a) Be knowledgeable of the requirements of OAR 581-0021-0038, 581-021-0045, 581-021-0046, and 581-021-0660; and</p> <p>(b) Have the independence and authority necessary to carry out the provisions of OAR</p> </div> 	
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	<p style="text-align: center;">581-021-0660.</p> <ul style="list-style-type: none"> ● Duties of Civil Rights Coordinators <ul style="list-style-type: none"> ○ Monitor, coordinate, and oversee district compliance with state and federal nondiscrimination laws ○ Oversee and ensure the resolution of discrimination complaints, including remedying any substantiated discrimination ○ Provide guidance to school employees on civil rights law and respond to questions ○ Coordinate efforts to prevent discrimination <p>Group Discussion:</p> <ul style="list-style-type: none"> ● Complaints have to go through HR, there are three cases going on currently to which this applies. In these cases they are not being treated fairly by their district, how can we escalate these cases to a higher level? Previously we've been told there must be prior processes and long timelines. <ul style="list-style-type: none"> ○ A: Yes, as the law is written ODE does need to wait until local complaint processes are exhausted until the agency can intervene. ○ How can this be changed? It's not working and not serving the students. <ul style="list-style-type: none"> ■ A: It really goes back to the statutes and rules, we would need to put forward a legislative action back. To bring about a change that large would take several years of preparation before being brought to session. ■ Only recently have we added staff to this team. This was done intentionally to address the increased workload to reduce turn around or wait time. ○ What role can this advisory committee play in order to assist move this work forward? <ul style="list-style-type: none"> ■ The Civil Rights team is grateful to hear that there is a sense of collaboration with our advisory groups, and will be working closely with them. Feedback is always welcome and will be considered by the team. ○ The group expressed that Civil Rights threads apply predominantly to children of color and students within the LGBTQ community, and now this is under attack. How can the group move this legislature forward, without creating a legislative concept to address the issues then the agency is not prioritizing this. ○ A lot of districts don't prioritize civil rights coordinator positions so they don't exist or receive the adequate funding to be effective. <ul style="list-style-type: none"> ■ Students on the ground level are experiencing micro-aggressions and forms of harassment on a 	
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	<p>daily level. We've been told ODE can't police the ground level due to policy, but what can the community do in order to address this? Nobody is doing anything. Rural districts are not receiving the support and the students are suffering.</p> <ul style="list-style-type: none"> ■ The civil Rights team requires that the Civil Rights Coordinators complete a training. <ul style="list-style-type: none"> ● Has it been completed 100%? Is it tracked and is there accountability? ● This training is new so it is likely that completion rate is not 100% as of yet. Coordinators are required to maintain their records, and if there is a complaint or request they would be required to provide evidence of such. ■ The compliance with these regulations are included in all of the documentation that entities sign when they agree to adhere to state and federal legislation. Ideally these policies and procedures should already be in place. <ul style="list-style-type: none"> ● The group expressed that these regulations are very clearly not being adhered to, and there seems to be no actionable items discussed today that will change that. ● There are agency staff whose entire role is to inform families of their rights and how to advocate for themselves. It won't immediately bring the remedy, but we are working to create change. ● Reducing conflict by creating roles that are not affiliated with the district in order to provide more well rounded information to families. Checking in on and continually following up with families that have inquired. ● These roles were created based on community feedback. Sharing the knowledge that families have resources within the department. <ul style="list-style-type: none"> ○ Group expressed this would be great information to include in a follow up email to districts providing discrimination resources. ○ It has been some time since that has gone out, would be a good time to re-send. ○ Unify messages from agencies to districts and the districts to 	
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	<p>families.</p> <ul style="list-style-type: none"> ■ Doing this work in various geographic locations may be extremely difficult to follow up on complaints. Does the infrastructure include a local gathering for these Coordinators in order to provide support and professional development? <ul style="list-style-type: none"> ● A: There is a monthly office hours space that has been available all year. Meeting outside the ODE platform is encouraged as well. Holding a physical space all together would be a great idea for the future. ○ The group expressed this work is important and needs to move faster. ○ Slides will be included in the follow up email <ul style="list-style-type: none"> ■ To include the contact information to our Civil Rights Team as well <ul style="list-style-type: none"> ● The group expressed that the kids don't have time to wait, they are experiencing a harsh reality and the committee is moving too slow. This infrastructure should have already been in place and now our kids are paying the price. <ul style="list-style-type: none"> ○ ODE is aligned and heard the voice of this community, reaffirming that we have big work ahead of us. ○ There is no minimizing the fear that students and families are feeling right now. Appreciation for recentering our focus on the children in order to move and complete this work with intention. ○ Voiced that the students haven't read the letter, so that falls short as far as impact with them, but the group appreciates the action from the agency. ● The group voiced that nothing from the Civil Rights presentation was new. This office is not strong enough or large enough to complete the mission they have set out to achieve. More time and resources should be allocated to this area. <ul style="list-style-type: none"> ○ Request for data in order to better view what is being done where. <ul style="list-style-type: none"> ■ How does ODE know schools/districts are adhering to these requirements? Does this data already exist? Can we view it? ■ ODE Response: A lot of communities and families don't even know that these resources exist, so a major focus is to spread awareness. We will determine what data is currently being tracked and how. ODE will follow up with the group in future meetings with more information to come. ○ How can we get the letter and this information out to more community members? ○ Are districts required to list these coordinators with their 	
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	<p>contact information so families know how to reach them?</p> <ul style="list-style-type: none"> ■ A: Per requirements these are current requirements and if members notice that this information is missing please reach out so we can file a complaint and amend accordingly. ○ Is there potential for a legislative request to amend this area? <ul style="list-style-type: none"> ■ A: ODE is always creating and refining amendments to be presented during short sessions as well as long sessions. ■ Would technical fixes come with a cost? If not and there was no budget associated could it be enacted sooner? <ul style="list-style-type: none"> ● This would take further study. ODE is willing to hold a conversation with this group as well as others in order to better determine specifics to begin moving forward. ● How can the Department of Early Learning and Care (DELIC) assist families who are transitioning from one provider to another or who utilize services from multiple agencies? How is a culturally responsible lens being applied? How is bias being addressed, especially as it applies to a cultural bias? <ul style="list-style-type: none"> ○ There is current funding for the expulsion and suspension ban right now and agencies should be collaborating to ensure community voice is being heard throughout the process. 	
10:42	<p>Data Updates Stephanie ChenWu Gluck, Ph.D.</p> <p>The group has previously voiced questions and requests for data regarding reporting of student race and ethnicity.</p> <p>To move towards a more inclusive and representative definition for race and ethnicity, this data relies on a self-reported survey that families may choose to report on and submit or not.</p> <ul style="list-style-type: none"> ● AA/B Only - Students who just identify as African American/Black (AA/B) with no other identified race/ethnicity (federal definition) <ul style="list-style-type: none"> ○ Total for Fall 2023: 13,114 ○ Percentage of Each Group in Fall 2023: 2.40% ● AA/B Plus: Students who identify as African American/Black in combination with any other race or ethnicity (AA/B + Latinx and AA/B + Multiracial). In federal reporting, these students would be classified as Hispanic/Latino or Multiracial respectively. <ul style="list-style-type: none"> ○ Federal Designation Counts: 13,114 ○ Expanded (+): 32,334 ● Tracking AA/B Only as well as AA/B Plus over time from 2021-2025 there has been an increase in both categories. 	<i>Informational /Discussion</i>



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	<ul style="list-style-type: none"> ○ 24-25 <ul style="list-style-type: none"> ■ 30,307 (6.1%) AA/B Self-Identifying students <ul style="list-style-type: none"> ● Includes AA/B + Multiracial and AA/B+ Latinx students ■ 13,439 AA/B Only Self-Identifying Students ● Students who select multiple categories: <ul style="list-style-type: none"> ○ If student self-selects multiple choices including Hispanic/Latino, they will be counted as Hispanic/Latino ○ If student self-selects multiple choices not including Hispanic/Latino, they will be counted as Multiracial ● Viewed statewide English Language Arts separated out by year and self-identified race/ethnicity across age band <ul style="list-style-type: none"> ○ Schools can determine what curriculum they choose to use, and then the state approves it or not. For the rural communities, how do we ensure the materials that are being used for testing are appropriate for the community it serves? How is that level of variance being addressed when compiling and viewing this data? <ul style="list-style-type: none"> ■ This is not publicly facing data, however on the Oregon Online State Report Card the data is separated by school and district. This can allow viewers to view more local and refined data. ○ Member inquires, is there a way to assess that materials being used are meeting the community needs? Approved curriculum may support various ranges of students and not properly or accurately be presented to students. If the curriculum is difficult and educators are not properly trained or given cultural training in order to present then it would not be serving the intended community as intended. <ul style="list-style-type: none"> ■ ODE will follow up in future meetings to outline how curriculum is being selected and approved, also how we ensure that said curriculum is being effectively taught or presented to youth. The request will tie back to how ODE will determine policies/procedures to also hold grantees to these standards as well. ■ Would like to access the data that builds the map identifying students by district with more exact student counts by district. 	
11:01	<p>Future Grant Cycle Recommendations Miriam Neidhardt-McFee</p> <p>Due to time restrictions:</p> <ul style="list-style-type: none"> ● Two options for moving forward: <ul style="list-style-type: none"> ○ Run over time to include in this meeting ○ Table for the next month meeting ● To respect time and members who have already begun to leave, will present at top of next months agenda 	<i>Informational /Discussion</i>



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11:10	<p>Charter Workgroup - Optional Ad-Hoc Group Damien Pitts, Vice-Chair</p> <p>New member recruitment will be coming up, so refining our Charter with necessary updates will be critical.</p> <ul style="list-style-type: none"> Ensuring we have diverse representation and student voice present within the group. ODE Support Staff will be sending out a brief survey in follow up email with the intent to update group demographics <p>ODE Asks:</p> <ul style="list-style-type: none"> Update HB2016 data updated online on website <ul style="list-style-type: none"> Where is the updated data? What is posted online is from the original bill and does not show recent years The ODE RADAR representative will delve deeper to compile more recent data to present to the group as scheduling allows. <ul style="list-style-type: none"> Request from the group for ODE to bring forward the Early Literacy initiative data as well. Only the Community Grants portion of the Early Literacy Grants is housed within the Office of Equity, Diversity and Inclusion (OEDI). <ul style="list-style-type: none"> The group has requested data relating to all three arms of the Early Literacy Program, regardless of which office it is housed in. ODE to connect with the Department of Early Learning and Care (DELC) representative for finer details regarding the data requested. 	<i>Informational /Discussion</i>
11:15	<p>Community Announcements & Adjourn Renee Anderson, Co-Chair</p> <p>Question if there will be ODE staff present at the Early Learning Child Development Program Conference?</p> <ul style="list-style-type: none"> Yes, Dr. Williams has sent it out and scheduling is still being coordinated. <p>KairosPDX: Black Excellence in Early Learning Symposium</p> <ul style="list-style-type: none"> Dates: 5/23/25 - 5/24/25 Aim to redesign education systems and structures, with a focus on the growth and development of Black children. Scholarships are available for Black educators in Multnomah County. Applications will be accepted from June 1 to 30, with 	<i>Informational /Discussion</i>



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	<p>scholarship recipients being notified by July 15.</p> <ul style="list-style-type: none">○ Classes are scheduled to commence on September 30. <p>Next meeting scheduled May 22, 9:00-11:00 am virtually</p> <ul style="list-style-type: none">● Reminder, the June meeting is scheduled to be in-person	
<p>Members in Attendance: Brian Detman, Renee Anderson, Kellen Akiyama, Carmen Brewton Denison, Chemika Bolden, Veronica Dujon, Nkenge Harmon Johnson, Marcus LeGrand, Dominique Newton, Whitney O’Connell, Damien Pitts, Cynthia Richardson, Lavert Robertson, Kali Thorne Ladd, Earlean Wilson-Huey, Marsha Williams</p> <p>Members Absent: Iris DeGruy-Bell, Joyce Harris, Shira Long-Strand, Princess Osita-Oberibe, Lawrence White, Kent Wilson</p> <p>ODE Staff Present: Torrey Sims, Bryce Coefield, Dr. Charlene Williams, Miriam Neidhardt McPhee, Jenni Amado</p>		