

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

May 20, 2026  
9:00 a.m. – 11:00 a.m.

Time	Agenda Item	Details
9:00 a.m.	<p><b>Welcome and Review Agenda &amp; Norms</b> Renee Anderson, Chair</p>	
9:05 a.m.	<p><b>Ice Breaker</b> Damien Pitts, Vice Chair</p>	<i>Community Building</i>
9:10 a.m.	<p><b>Transformative Social Emotional Learning and Suicide Prevention in Oregon Schools</b> Nole Kennedy Dr. Xylecia Fynn-Aikins</p> <p>Inclusive welcome &amp; recognize this discussion will touch onto some difficult topics so please prioritize taking care of yourself as necessary.</p> <p>Sources of Strength Wheel:</p> <ul style="list-style-type: none"> <li>• Mental Health</li> <li>• Family Support</li> <li>• Positive friends</li> <li>• Mentors</li> <li>• Healthy Activities</li> <li>• Generosity</li> <li>• Spirituality</li> <li>• Physical Health</li> </ul> <p>A Moment of Gratitude:</p> <ul style="list-style-type: none"> <li>• Share about a trusted adult mentor. When you were in middle or high school, think about an adult who supported you when life got overwhelming. What is one word you would use to describe how they supported you? <ul style="list-style-type: none"> <li>○ Rooted &amp; loving</li> <li>○ Middle school counselor</li> <li>○ Geography teacher</li> <li>○ Mother &amp; Grandmother</li> <li>○ Grandfather</li> <li>○ Patient &amp; giving heart</li> <li>○ Love &amp; wisdom</li> </ul> </li> <li>• Take a moment of gratitude for the work everyone in this room is doing with students and youth. One day you may be the impact on someone else’s life when they complete this activity.</li> </ul> <p>School Safety &amp; Prevention System</p> <ul style="list-style-type: none"> <li>• Scope of the system: <ul style="list-style-type: none"> <li>○ Assistance to school districts and education service districts in: <ul style="list-style-type: none"> <li>▪ Implementing a multidisciplinary student safety assessment system to identify, assess, and support students who present a potential risk for violence to others Behavioral Safety (threat) Assessments</li> </ul> </li> </ul> </li> </ul>	<i>Informational</i>

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- Decreasing youth suicidal behavior Suicide Prevention, Intervention, and Postvention
- Decreasing Acts of Bullying, Harassment, Intimidation, (OAR adds) Sexual Violence, & Cyberbullying Prevention

**Adi's Act:**

- Passed in 2019 as Senate Bill 52, Adi's Act requires district boards to adopt a policy and plan for suicide prevention (ORS 339.343, OAR 581-022-2510)
- Adi's Act Requires School Districts & Charter Schools to:
  - Adopt a policy requiring a comprehensive district plan on student suicide prevention for students in K-12
  - Have a suicide prevention plan that meets all legislatively mandated requirements

**The role of belonging and equity in schools:**

- Youth at high risk for suicide: names in legislation
  - LGBTQ2SIA+
  - BIPOC
  - Bereaved by suicide
  - In Out-of-home settings
  - Youth with disabilities
  - Mental illness or substance abuse
  - Historically & currently underserved youth
- Youth suicide deaths in Oregon decreased from 2022-2023, a continued trend since 2018
  - However, data shows a troubling fact:
    - Suicides among youth of races and ethnicities other than non-Hispanic white have increased from 2018 to 2023.
    - National trend for Black, African American youth and American Indian and Alaskan Native youth.
    - Deeply troubling and requires urgent action

**Building belonging IS suicide prevention:**

- Research is clear: there is substantial correlation between student's sense of belonging at school and their well-being
- While this is true for ALL youth, it's ESPECIALLY true for youth at high risk for suicide
- For example:
  - This [study](#) "revealed that as Black adolescents' sense of school belonging decreased, they were 35% more likely to be at risk for suicidal ideation and attempts. Findings from the study support the assertion that the school microsystem plays a substantial role in modifying the risk of suicidal behavior among Black youth."

**Students Success Plans**

- One way to intentionally integrate suicide prevention plans with efforts to build belonging is to implement strategies from the Student Success Plans

**Members Discussion:**

- What do you think is the reason for the downward trend for White Students?
  - There's never one single reason why someone chooses to end their life.

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	<ul style="list-style-type: none"> <li>○ One major piece is building belonging.</li> <li>○ Navigating a system not built for them is a large cause of suicide rates in other populations</li> <li>● How are districts held accountable if it's proven that they no suicide Adi policy? I ask because we've had several suicides from students Brown Black, and proven that they were racially harassed daily             <ul style="list-style-type: none"> <li>○ How can districts work together to prevent racial bullying, especially in rural areas?</li> <li>○ It's challenging for individuals to get to vital resources in areas where they may be more sparce, fewer and farther between.</li> <li>○ The data does back that rates are also higher in rural areas</li> <li>○ Accountability:                 <ul style="list-style-type: none"> <li>▪ Division 22, districts have to self-report if they are in compliance or not</li> <li>▪ ODE then works with districts to then become compliant</li> <li>▪ What if they are falsely self-reporting?                     <ul style="list-style-type: none"> <li>● ODE reaches out and informs them that they are putting themselves at high risk, would like to work with districts to assist with compliance</li> <li>● What does that say about what districts are doing in their community?                         <ul style="list-style-type: none"> <li>○ There are some districts where suicide prevention isn't able to be given the priority it deserves, so ODE works to lift the burden, provide assistance and increase compliance</li> </ul> </li> </ul> </li> <li>▪ A failure to have a plan leads to which enforcement action?                     <ul style="list-style-type: none"> <li>● There are suicide prevention specialists in each district, they work directly with local districts to track assist and create plans.</li> <li>● Most school districts recognize the importance and are grateful for the assistance</li> <li>● There is no official registry of compliance, however ODE does work to track and record compliance with each and every school district</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
	<p>Transformative Social Emotional Learning (TSEL): A process whereby young people and adults build strong, respectful and lasting relationships that facilitate co-learning to critically examine root causes of inequity and to develop collaborative solutions that lead to personal, community and societal well-being</p> <ul style="list-style-type: none"> <li>● Integrating Transformative Social Emotional Learning to Create Conditions for Students and Adults to Thrive</li> <li>● Works to answer questions such as:             <ul style="list-style-type: none"> <li>○ How do we create systems for students of all walks of life to experience true belonging?</li> <li>○ How are students' wellbeing centered, and conditions created in real time?</li> </ul> </li> <li>● “Root causes” stands out, treating symptoms is more often the case rather than the root cause</li> </ul> <p>Transformative SEL Centers our Shared Humanity</p> <ul style="list-style-type: none"> <li>● What does it mean to you to “center our shared humanity”?</li> </ul>	

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- How does centering your humanity nurture your own emotional, mental, and physical well-being?
- What opportunities do students have to reflect and discuss what it means to be human?

Oregon's TSEL Framework and Standards:

- Guiding Principles:
  - Culturally Responsive
  - Community Responsive
  - Strengths Based
  - Trauma Informed
  - Grounded in neuroscience and the science of the brain
- Conditions for Learning and Thriving
- Adult TSEL
  - How do we challenge ourselves to grow the same way we're asking students to learn and grow?
- Student TSEL
  - At the heart of all the other areas

Is this being used across the state? How is it being monitored and shared with districts?

- TSEL is law, and ODE partners with school districts
- If districts get the information digitally, are there site visits?
  - There is no direct on-site visit unless invited
  - Prioritizing building capacity with leaders
    - TSEL is expected to be integrated into pedagogy
    - Standard in other content areas as well
    - Language throughout the agency
  - 197 Districts, connected with all

Misconceptions about social emotional learning:

- Interrupting the misconceptions:
  - Absence of boundaries
  - One size fits all
  - Scripted/program
  - "Touchy feely"
  - A replacement for mental/emotional/behavioral health supports
  - Excluding
  - Only for kids with behavioral and/or emotional challenges
  - "Soft skills", "breaking the ice"
  - An extra time requirement or stand-alone class

The Advisory is full of individuals in education, we know what it is, how can we connect with you and

- ODE is connected, using the language around social emotional learning, understanding the approach that's being used, asking about the standards and if the work is unfolding in an explicit and integrated way
- This approach shouldn't be seen as an add-on, it should be integrated in practice and pedagogy
- How is it unfolding in the way we're engaging with families, and providing access to resources
- First step: What's our current strategic action plan? How can we create

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	<p style="text-align: center;">conditions for our plan students to achieve their individual and collective goals?</p> <p>Member wants to understand the implementation process, specifically at the lower grade levels. Bringing attention that the presentations at these meetings focus predominantly at middle and older students, although it's essential to have strategic plans and implementation strategies for younger students.</p> <ul style="list-style-type: none"><li>• There is no official tracking mechanism for TSEL as Oregon functions on a local autonomy precedent.</li><li>• Although compliance is mandatory and ODE works to assist districts with compliance</li></ul> <p>How are these principles working in tandem with program grantees? How are we working together?</p> <ul style="list-style-type: none"><li>• There is local control as to how districts implement</li><li>• ODE provides toolkit frameworks for TSEL to unpack the information once the entry point is identified</li><li>• There is no 1-2-3 step by step process as each district, their needs and their current capacity and compliance level is unique, ODE works to partner and build ever present approaches for districts</li><li>• Conditions for learning and thriving for students:<ul style="list-style-type: none"><li>• Cultivate Authentic Partnerships</li><li>• Adopt Equitable Policies</li><li>• Create Thriving Learning Environments</li></ul></li></ul> <p>Assuming this requires a specific curriculum, what does the funding for that look like? How many PD hours are educators required to be proficient in these strategies and techniques? If this is a legal requirement, what does accountability look like?</p> <ul style="list-style-type: none"><li>• Districts are responsible for training and roll out for these requirements</li><li>• Content based curriculum is a part of the toolkit<ul style="list-style-type: none"><li>○ There is no expectation that districts purchase specific curriculum, rather that TSEL should be bake into any curriculum that is used</li></ul></li><li>• That feels like a gap if there are no funds allocated for the implementation of this? That will lead to burnout in educators and gaps in effectiveness. It should be an expectation to build the scaffolding to support mandates or expectations. No foundational funding or accountability requirements will lead to gaps. If there's no bottom line, then there will be no action. ODE needs to build that in while districts maintain accountability and create their own autonomous plans</li></ul> <p>Members voiced frustration that every meeting has discussion, but it's rushed and there's never enough time to thoughtfully delve into these topics.</p> <ul style="list-style-type: none"><li>• Also, it's very unclear what happens to this feedback, where is it going, is this to tick off boxes but not for any actionable follow through?</li><li>• Feels like an insult to time and intelligence as there is no real impact on the system. That should be the point of these meetings, it feels like there's no alignment to the charter, goals or overall integration as there's no accountability.</li><li>• How does this align and have an impact on accountability?</li><li>• Members do their work, but are continually running into issues with ODE as there is no actionable change or accountability, nothing is ever moved forward</li><li>• The Committee has requested Dr. Williams come in and discuss the Accountability Bill, and need the Assistant Superintendent to provide insight as to how this is being utilized allowing the work to move forward</li></ul>	
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	<ul style="list-style-type: none"> <li>• Updating the charter won't change the system</li> <li>• Members would like to have access to DOJ lawyers, tired of hearing what they can't do, would like to quit hearing from staff and hear from the lawyers as to how are these laws enforced?             <ul style="list-style-type: none"> <li>○ Members have been asking for multiple monthly meetings and have yet to hear anything regarding. Need to have them present at the next meeting.</li> </ul> </li> <li>• Language needs to be more defined as to impact and accountability outcomes, what support does ODE need in order to make specific actionable, accountable measures?</li> <li>• Expectation is that every presentation will be aligned with the work this committee is trying to do? How have the last two presentations aided in furthering the plan students? How does it apply to the plan goals and objectives? How does this support and strengthen these? Monthly meetings feel performative if there is no tie back to the work that needs to be done?             <ul style="list-style-type: none"> <li>○ Accountability</li> <li>○ Tracking if/how the plan students are being impacted</li> <li>○ No knowledge of feedback that is making it up to the top                 <ul style="list-style-type: none"> <li>▪ Need to see that there's actionable change due to these presentations and committee feedback/discussion</li> </ul> </li> </ul> </li> <li>• Pain Point:             <ul style="list-style-type: none"> <li>○ Presentations have lots of information, but how can their information be integrated into what this committee is working to achieve? How are these programs fitting into the larger picture of achieving the specific plan goals and outcomes? How is this tangible and not just data or notes going to a static place where nothing further happens.                 <ul style="list-style-type: none"> <li>▪ Input, recommendations and then synthesize/consolidate what has been discussed into actionable outcomes</li> <li>▪ This committee is made up of experts in education, and their recommendations aren't being accurately and appropriately captured, which is insulting</li> </ul> </li> </ul> </li> <li>• Suggest that anytime presenters come to this space, ask the committee prior as to what they would like to hear or delve deeper into during that presentation.             <ul style="list-style-type: none"> <li>○ Has been a breakdown in communication</li> <li>○ Educational experts in this space can help to guide the presentation towards what is most needed and necessary</li> </ul> </li> </ul>	
10:21 a.m.	<p><b>Urban League of Portland</b> Aja McLeggan, Associate Director, Empowerment Programs, Urban League of Portland</p> <p>Affirm the challenges that this group is facing, and feel them as well working with youth daily</p> <p>80+ years serving Oregon communities focusing specifically on:</p> <ul style="list-style-type: none"> <li>• Youth &amp; families</li> <li>• Workforce</li> <li>• Housing</li> <li>• Financial empowerment</li> </ul> <p>Portland Context:</p>	<i>Grantee Presentation</i>

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	<ul style="list-style-type: none"><li>• Events like Vanport Flood</li></ul> <p>Timeline Overview:</p> <ul style="list-style-type: none"><li>• Founded in 1945</li><li>• 1960s civil rights advocacy</li><li>• 1980s expanded workforce development</li><li>• 200s youth and education initiatives</li><li>• 202s Youth Leadership Academy</li></ul> <p>2015-2020: Belonging &amp; Trauma-Informed – Center on the whole young person – their identity, experiences and environment</p> <ul style="list-style-type: none"><li>• Cohort-Based learning communities</li><li>• Identity-Centered programming</li><li>• Trauma-Informed Facilitation</li><li>• Safe &amp; Brave Spaces</li><li>• Culturally Responsive Practice</li><li>• Consistent Adult Relationships</li></ul> <p>2020-Present: YLA Model is a year-round, culturally responsive youth development model designed to remove barriers and build long-term success</p> <ul style="list-style-type: none"><li>• Learn &amp; earn</li><li>• Family workshops</li><li>• Annual holiday support events</li><li>• Unlimited access to qualifying programs &amp; services</li><li>• Paid stipends for participation</li><li>• 6-week summer programming</li></ul> <p>Outcomes &amp; Youth Impact: Youth leave with real-world skills they can apply immediately</p> <ul style="list-style-type: none"><li>• Confidence: Increased self-expression and leadership presence</li><li>• Communication: Stronger ability to articulate ideas and engage in dialogue</li><li>• Workforce Readiness: Professional skills, accountability, and time management</li><li>• Financial Literacy: Understanding money, saving and decision making</li></ul> <p>Impact Youth Story: Transformation happens when access meets intentional support</p> <ul style="list-style-type: none"><li>• Before:<ul style="list-style-type: none"><li>○ Limited confidence</li><li>○ Disengaged or unsure</li></ul></li><li>• Growth:<ul style="list-style-type: none"><li>○ Participated in discussions</li><li>○ Build skills and consistency</li></ul></li><li>• Outcome:<ul style="list-style-type: none"><li>○ Confident voice</li><li>○ Engaged and future-focused</li></ul></li></ul> <p>Alignment &amp; ODE Priorities: YLA operationalizes ODA priorities through direct, measurable youth engagement</p> <ul style="list-style-type: none"><li>• Student Success Plan: supporting engagement, belonging and achievement</li><li>• Culturally Responsive Practices: Identity-centered and inclusive programming</li><li>• Community Partnerships: Schools, families and community-based collaboration</li></ul>	
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	<p>Impact &amp; Long-Term Reach: Sustained engagement over time reflects deep community trust and long-term impact</p> <ul style="list-style-type: none"> <li>• Program Reach: <ul style="list-style-type: none"> <li>○ 2,414 children and youth served</li> <li>○ Multi-year engagement across: <ul style="list-style-type: none"> <li>▪ Middle school</li> <li>▪ High school</li> <li>▪ Family-centered programming</li> </ul> </li> <li>○ Long-standing youth and family engagement infrastructure established</li> </ul> </li> </ul> <p>Important note: Due to funding cuts Urban League wasn't able to hire the staff they had planned on, and yet the programming hasn't faltered and the youth programs have maintained their high services and standards</p> <ul style="list-style-type: none"> <li>• Clarification that ODE did not cut the budget or take the money, it came down from the legislatures</li> <li>• Members expressed that the reduction in funding from legislature was due to poor timing and inability to advocate for programs adequately</li> </ul>	
<p>10:30 a.m.</p>	<p><b>Be-BLAC</b> Greggery Peterson, Executive Director, Be-BLAC Foundation</p> <p>Work is focused in Marion County, bringing the same energy from Multnomah to Marion</p> <p>Leadership based approach, no longer depending on others to do the work we are doing ourselves</p> <ul style="list-style-type: none"> <li>• Business development with ~40 black owned business</li> <li>• Professional Development</li> </ul> <p>Wrap Around Services:</p> <ul style="list-style-type: none"> <li>• Families</li> <li>• Communities</li> <li>• Students</li> </ul> <p>Community Partners: These youth mentorship resources exist in afterschool programs, summer programs in partnership with the following partners:</p> <ul style="list-style-type: none"> <li>• Girl Power: An afterschool mentoring program hosted by Power of Twelve <ul style="list-style-type: none"> <li>○ Working to expand from 1 to 4 schools by the end of this year</li> <li>○ Meet twice monthly, elementary through high school</li> <li>○ Provide wrap around supports</li> </ul> </li> <li>• Girls that Rock</li> <li>• Boyz 2 Men</li> <li>• Willamette University</li> <li>• Willamette Academy</li> <li>• Salem-Keizer School District: SSP Partner</li> </ul> <p>Claggett Creek Middle School (BSU): Students had a seminar teaching them about hair and skin care and also received a goodie bag of products to support their individual hair care needs</p>	<p><i>Grantee Presentation</i></p>

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	<p>Credit Recovery Support: The academic support resources exist in and in school support to assist students in ongoing academic success.</p> <ul style="list-style-type: none"><li>• Partners include:<ul style="list-style-type: none"><li>○ Pastor Ronnie</li><li>○ Ron Weaver</li><li>○ Transformative Justice Initiative</li></ul></li><li>• Early interventions</li><li>• Tutors in addition to school on-site tutors<ul style="list-style-type: none"><li>○ Schools are limited, working together in tandem</li></ul></li><li>• Credit Recovery was an original intention behind the AABSS, component to fund tutors via the grantee program to assist plan students to get back on track and increase graduation rates<ul style="list-style-type: none"><li>○ Goal to build credits rather than recover credits</li></ul></li></ul> <p>Be-Blac Foundation supported staff attendance to the National Alliance of Black School Educators</p> <p>Black/African American Staff Affinity Events at the YMCA</p> <ul style="list-style-type: none"><li>• Introduced the foundation to staff within Salem Keizer Public Schools</li></ul> <p>Career Readiness and Leadership:</p> <ul style="list-style-type: none"><li>• KROC Center</li><li>• YMCA</li><li>• Marion-Polk Early Learning Hub</li><li>• Willamette University</li><li>• Chemeketa Community College</li></ul> <p>Family Night: Salem Public Library:</p> <ul style="list-style-type: none"><li>• Sharing the resources that exist at the public library for the whole family</li><li>• Also providing literacy boxes for summer projects</li></ul> <p>Middle School Workshop:</p> <ul style="list-style-type: none"><li>• Host 2 each year, another 2 for high school BSUs</li><li>• In 2026 one was hosted at Salvation Ary Kroc Center in January<ul style="list-style-type: none"><li>○ Hosted in partnership with Salem Kizer Public Schools</li></ul></li><li>• Ask students what they need to support their work throughout the year</li><li>• Annual Salem youth conference</li><li>• Sent 350 Salem students to this year's AAYOC</li></ul> <p>Community and Family Support:</p> <ul style="list-style-type: none"><li>• Salem For Refugees</li><li>• KROC Center</li><li>• YMCA</li><li>• Marion-Polk Early Learning Hub</li></ul> <p>Providing resources at tabling events</p> <ul style="list-style-type: none"><li>• Everything is culturally specific</li><li>• Entire cultural library</li><li>• Provide literacy boxes to elementary schools<ul style="list-style-type: none"><li>○ Data tracking for students</li></ul></li></ul>	
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	<ul style="list-style-type: none"> <li>• Engage families and always bring resources</li> <li>• Serve ~500 families each year with school supplies</li> <li>• Providing tools and launching Black History 365 in Salem-Keizer School District             <ul style="list-style-type: none"> <li>○ Set up in every high school</li> <li>○ Open to anyone who wants to study black history</li> </ul> </li> </ul> <p>Black Graduation Celebration:</p> <ul style="list-style-type: none"> <li>• Provide graduation cap and gowns</li> <li>• Always looking for spaces to gather and celebrate our students</li> </ul> <p>Member Discussion:</p> <ul style="list-style-type: none"> <li>• It was mentioned that Be-Blac had developed partnerships that align free services to families. How were those partnerships developed?             <ul style="list-style-type: none"> <li>○ Funds are designated for community support</li> <li>○ Partnerships provide discounts, although it's also paid for out of general funds to provide free services to community                 <ul style="list-style-type: none"> <li>▪ Remove the barrier of finances</li> </ul> </li> <li>○ Investing in getting community members into the rooms and spaces to see our community lead and achieve</li> </ul> </li> <li>• What is the percentage of community students in Salem-Keizer?             <ul style="list-style-type: none"> <li>○ Salem-Keizer has ~2,200 students who identify as plan and plan plus and can track them academically</li> <li>○ Lots of areas don't have this level of depth in data tracking, but Salem-Keizer does</li> </ul> </li> </ul>	
11:05 a.m.	<p><b>ODE Announcements</b> Michael Essien, Assistant Superintendent of OEDI</p> <p>Shift with AABSS Grantees</p> <ul style="list-style-type: none"> <li>• HONEY is now no longer apart of the AABSS Grant program</li> <li>• Due to privacy and confidentiality no further details are available at this time</li> </ul> <p>African American/Black Student Success Advisory Chair Application are now open, will be sent out in follow-up email</p>	<i>Informational</i>
11:10 a.m.	<p><b>Community Announcements</b> Renee Anderson, Chair</p> <p>Linn-Benton Teen/Adult Idol Competition Grand Finale:</p> <ul style="list-style-type: none"> <li>• May 22<sup>nd</sup> at LBCC Russell Tripp Theater</li> <li>• Doors open at 6:30pm, showtime 7:40pm</li> </ul> <p>June 21<sup>st</sup> –25<sup>th</sup> Annual Summer Symposium</p> <ul style="list-style-type: none"> <li>• Experience what college will be like in the dorms</li> <li>• Cultural education and experiences</li> <li>• Central Oregon</li> <li>• Free</li> <li>• Receive college credit</li> </ul>	<i>Informational</i>

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	<p>NSBE Portland Internships: Scholarship for Black Engineers Application is now Open</p> <ul style="list-style-type: none"> <li>• 6-8 weeks</li> <li>• 20 hours per week</li> <li>• Funded by donors</li> <li>• Open to every black identifying student</li> </ul>	
11:18 a.m.	<p><b>Adjourn</b> Renee Anderson, Chair</p>	
<p><b>Members Present:</b> Member Anderson, Member Akiyama, Member Brewton Denison, Member DeGruy-Bell, Member Detman, Member Harmon Johnson, Member LeGrand, Member O'Connell, Member Pitts, Member Richardson, Member Thorne Ladd, Member Wilson-Huey, Member Williams</p> <p><b>Members Absent:</b> Member Dujon, Member White</p> <p><b>ODE Staff Present:</b> April Negrette, Miriam Neuidhardt McPhee, Michael Essien, Jenni Amado, Mujidat Saaka</p>		

**Next Meeting: Online – June 17, 2026, 9 a.m. – 11 a.m.**