

African American/Black Student Success Plan Advisory

Group (AABSS)

May 21, 2025

9:00 a.m. – 11:00 a.m.

Time	Agenda Item	Details
9:00 a.m.	Welcome Renee Anderson, Co-Chair	<i>Community Building</i>
9:05 a.m.	Gavel-in & Roll-Call, Approve Minutes Renee Anderson, Co-Chair Members reviewed previous months' minutes and unanimously passed a motion to accept.	<i>Community Building</i>
9:10 a.m.	Icebreaker/Community Building	<i>Community Building</i>
9:25 a.m.	OEDI Welcome & Updates Torrey Sims, OEDI Assistant Superintendent Bryce Coefield Ph.D., AABSS Program Coordinator Member inquiry regarding previous disparity study questions: <ul style="list-style-type: none">• Why will it take three years to have a study tell us what we already know?<ul style="list-style-type: none">◦ ODE needs to better determine what we want to study, and undertake the foundational aspects to create the study.• Member feedback: What about in the meantime, what will be happening for our program youth while we spend the time to begin this study.<ul style="list-style-type: none">◦ ODE is working closely with our grantees, how we interact with districts and CBOs to provide supports to our students.◦ ODE is organizing in house as well as externally to ensure the process is as intentional and efficient as possible. This will be Torrey Sims' last meeting with AABSS as he is transitioning back to the Department of Administrative Services (DAS) at the end of the month. <ul style="list-style-type: none">• Thank you for the grace shown from this group allowing Torrey Sims to step in and lead the last few months.• Please feel free to reach out at any point if you have any follow up questions or concerns.	<i>Informational</i>
9:30 a.m.	Student Records and Privacy Rules Karin Moscon Student Records and Privacy Rules <ul style="list-style-type: none">• Background: Requirements for enrollment and a Chilling Effect• Districts reaching out with questions wanting to know how to best support families they serve<ul style="list-style-type: none">◦ Reporting that immigrant students are choosing not to enroll in school or have stopped attending◦ One concern districts have voiced is confusion about belief that data needs to be collected for enrollment and admissions	<i>Informational/Discussion</i>

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- OAR misalignment with Oregon Sanctuary Promise Laws

Federal Changes

1. Executive order and DHS memo rescinding school protections from ICE
2. Plyler v Doe - guidance documents not posted

Three main changes:

- Which student information schools may publicly disclose/share
- What information schools may collect from students
- What information schools may disclose in response to a subpoena from a federal immigration agency

In the context of the Oregon Sanctuary Promise Act

- It is against Oregon law for schools and districts to participate directly or indirectly in immigration enforcement without a judicial warrant.
- It also spells out what information a government entity should not collect or disclose.

Two types of Information that currently do not align with Oregon Sanctuary Promise-OAR 581-021-0220

- Directory Information
 - Is information that should not be considered harmful to be shared
 - Can be shared with 3rd parties upon request without notifying the student or family
- Permanent Record
 - Documents information about individual student and their education
 - This information requires permission to share while a student is in attendance, and is stored for a designated length of time.

Student Records and Conditions for Disclosure: Publicly Disclose

Directory Information

- Information that can be shared with any party, for any purpose, unless a parent opts out at the beginning of the year
- Original rules allowed districts to share student place of birth, home address, phone number, and email address
- Does not align with Oregon Sanctuary Promise Act

Removed from “Directory Information”:

- student's address
- telephone listing
- electronic mail address
- date and place of birth
- the most recent previous educational agency or institution attended

Student Records and Conditions for Disclosure: Collect Permanent Record

- Document a core set of information about an individual student and their educational career
- Original rules allowed districts to collect place of birth (and often citizenship status or birth certificate), social security number, as well as anything else

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	<p>schools may choose to add, even though there is no legal requirement to do so.</p> <p>Removed from “Permanent Record”:</p> <ul style="list-style-type: none">• student’s place of birth• social security number• option for districts to add other items to permanent record <p>Schools Cannot Disclose to Non-judicial Subpoena</p> <ul style="list-style-type: none">• Original Rules<ul style="list-style-type: none">◦ Allowed schools to disclose<ul style="list-style-type: none">■ student contact information■ immigration/citizenship status◦ in response to a subpoena from any federal agency<ul style="list-style-type: none">■ which may include federal immigration authorities, including the Department of Homeland Security and ICE• Added language: District may not disclose a student’s address, contact information, citizenship, and immigration status to comply with a subpoena issued for the purpose of enforcement of federal immigration laws unless required by:<ul style="list-style-type: none">◦ a court order◦ a warrant authorized by a court <p>Does not align with Oregon Sanctuary Promise Act</p> <p>Fiscal Impact</p> <ul style="list-style-type: none">• These rules will limit information school districts can request from students/families and will require modification of some districts’ enrollment forms and Student Information Systems (SIS)• We foresee some costs for schools and ODE<ul style="list-style-type: none">◦ Changing Student Information Systems◦ Enrollment documents◦ Technical Assistance from ODE• We foresee no cost for other state agencies, local governments <p>Equity Impact</p> <ul style="list-style-type: none">• These rules are critical to ensure alignment with Oregon Sanctuary Promise laws that protect the privacy of students and families, particularly our immigrant students• Inaction on this item could continue confusion about what student information districts may collect and share<ul style="list-style-type: none">◦ Continue the chilling effect on many immigrant student families enrolling/attending school◦ Leave Oregon’s students vulnerable to having sensitive information disclosed to third parties and to federal immigration authorities <p>Group discussion:</p> <ul style="list-style-type: none">• How does ODE interact with or deal with districts or agencies that are not properly complying with these guidelines?<ul style="list-style-type: none">◦ A: These updates would be required, all updates and information deleted
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	<p>by August 1st, 2025. When there is found to be a discrepancy ODE reaches out with a corrective action letter and follows up to ensure adherence. If they do not comply with state law then they run the risk of losing state funding.</p> <ul style="list-style-type: none">• What about for students who appear virtually? How are they protected and not being singled out if they don't feel safe attending in person?<ul style="list-style-type: none">○ A: We have intentionally added virtual options that comply with attendance policies to protect those who do not feel safe in terms of attending in person.	
9:47 a.m.	<p>Future Grant Cycle Recommendations</p> <p>Miriam Neidhardt-McFee</p> <p>One recurring question we've been facing, is how will we ensure that these grant funds are going directly to program youth?</p> <ul style="list-style-type: none">• For the last year, since this last grant cycle began in the fall of 2024, ODE has been actively working on creating more touchpoints with our grantees. The goal is to grow our grantees into 'approved providers' across the state so that they become local experts and resources to their community.• This has been done through creating more accountability.• Big picture thinking, through the RFA process we're working to ask for and gather input more often, using intention to set the stage. Every RFA that our office puts out builds off of previous lessons learned in order to grow all of our programs as effectively as possible.<ul style="list-style-type: none">○ For example, working to increase diversity in voice across the state has been a priority.• In order to do this we need to revise the OARs and Student Success Plans• ODE is also working to source an external evaluator. We had been in touch with REL NW, however that program has been closed so we are exploring other options and contracted services.<ul style="list-style-type: none">○ What interventions are having the most impact?○ How can we assess this? Grantees have a wide variety of supports and services that they provide, how can we design and evaluate this intentionally with a holistic lens?○ How can ODE be thoughtful and intentional, collaboratively creating the relationships to allow the state and partners to play to their given strengths in order for the students to thrive?• Developing the site visit process is another key element.<ul style="list-style-type: none">○ ODE will distinguish the difference between compliance visits secondary to the primary goal of technical assistance and monitoring overall progress.○ There is a wide variety of work grantees are undertaking, some of which may not align with our plan goals.<ul style="list-style-type: none">■ Clearly defining what 'wraparound services' means■ Are these services intended to be targeted? If so, to what degree is that intended?○ Reviewing this current program plan and learning from plans that have been developed more recently in order to pull lessons learned• Ideally the agency is hopefully looking forward to hiring for a full time Program Coordinator who will be able to fully focus on this work and give it the full attention it deserves.	<i>Informational</i>

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Member Feedback:

- Members voiced the desire to participate in site visits and suggested this summer months may be more conducive.
- Can this advisory group create sub-committees to better review data and feedback in order to lend local expertise to help? Providing on time feedback and being more proactive would allow this work to flow more effectively.
 - Clarification, this group would like to participate in the RFA review, and site visits as well?
 - A: Yes, both. How can members be participating more openly in this process?
 - ODE: Great, we are currently creating a criteria for site visits and will be in touch. The first step in order to determine what is happening and going on currently before we can create any sort of corrective action if there is no current awareness. Ideally this would already be in progress, ODE is working to move intentionally.
 - Can ODE give an example of how they are interacting with grantees? What activities are being completed, what definite language and follow up is currently happening? How will this group be informed of opportunities to get more involved?
 - ODE: Just to clarify, there have been no site visits as of yet. The main in person interactions that have been held took place at our recent Resource Development Retreat (RDR). During that time there was open dialogue and conversation with grantees as we discussed what the actual resource would be that they are developing, and the reassurances that ODE is not intending or working to steal intellectual property. Most of the correspondence is virtual through video calls as we provide support and direction as to how to effectively use and allocate their grant funds.
 - ODE is fortunate to have a good relationship with our grantees, and our goal is to provide support to navigate the requirements and carry out their activities as best possible.
 - If there are grantees who are not performing as directed by their grant contract, what does the timeline or corrective action look like? If there are funds rescinded, can they be reallocated to other grantees or applicants?
 - ODE: That is currently the heart of the discussion we are having. We are not taking corrective actions at this point as ODE recognizes that the RFA was late and the intended schedule was not completed as intended. We are working with grantees to discuss if the funding amounts are adequate or accurate for each organization based on their needs and the amount of time remaining before the end of this year. Yes, if there are funds left available they could be reallocated to other grantees, or if it is in the middle of a biennium added back to the communal account to be redistributed as necessary.
 - Do these grantees understand their expectations, and what is expected? How can it be that they are discussing grant amounts that may need adjusting? Is it not clearly understood what is requested of them? Possibly creating a subcommittee to more clearly define these expectations so that we can enter the RFA seeking specific organizations who can meet these needs.
 - ODE: It appears as we go through this process, that grantees are not fully reading the RFA, potentially they have been grantees before and are familiar with the plan but not fully reading the RFA details for the grant.
 - Member feedback: The leadership responsible for moving this group forward did not do their due diligence when opening up this last RFA. It should not have been done that way, and we are aware but as that is in the past we cannot undo

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	<p>that until the people are in place to take that corrective action. Until there is a Program Coordinator in place then we cannot move forward. What can we do to move this forward rather than rehash the past over and over.</p> <ul style="list-style-type: none">○ ODE: A main issue with our RFA process is that there is no buffer period of performance for negotiation built into the process in order to better clarify the intended activities and capacity of each grantee. These are very strong lessons learned that ODE is working to not carry forward into future grant cycles. There need to be additional rounds of review, otherwise we find ourselves here trying to amend in hindsight. Bringing in a coordinator is paramount, there is a depth to this work that requires a full time position in order to be intentional.● Member feedback: What is the reporting criteria for grantees in order for us to evaluate their data? There are a number of indicators we are aiming to achieve that the grantees must select, how are we measuring that data and what is the capacity to report progress towards achieving these goals? Youth Development Oregon (YDO) is undergoing the same progress, having alignment between state agencies is important as some of these grantees may be small local organizations. Even before this last RFA there were similar concerns among this group. How are we working to not cause repeat incidents in funding grantees who are unable to meet expectations?<ul style="list-style-type: none">○ ODE: ODE will be bringing our internal data representative to our next June monthly meeting to better outline and describe data we've received. In terms of meeting the indicators, grantees link each activity to a corresponding indicator that it will aim to improve. Sourcing an external evaluator to better gather and analyze data with an unbiased lens is a high priority. Being able to tell nuanced stories that may be working with students coming out of the judicial system won't tell the same story as increasing 9th grade reading scores, etc., however the work is also important.● Higher Education Coordination Committee (HECC) has a program 'Direct Administration Initiative' for students who are academically struggling in High School and are able to smoothly transfer into community college post secondary education institutions based on their gpa qualifications. The intent is to also integrate financial applications into this process so that barriers can be removed. In addition to the requirement to establish the direct admissions program, HECC and the Oregon Department of Education (ODE) are required to coordinate and plan to make student data available to support the program. There is a focus group and external marketing partner to brand this program in a way that resonates more closely with students in order to increase participation.	
10:45 a.m.	<p>Charter Updates Renee Anderson, Co-Chair</p> <p>The updated AABSS Charter draft will be sent out and members read through.</p> <ul style="list-style-type: none">● Members were informed they will receive an email with each individual's tenure on the group as per the current charter and as it stands. <p>Charter History and Context:</p> <ul style="list-style-type: none">● This version is pulling from the last version, and has not been updated in recent years and as such due for a new draft.● The Charter provides context to new members as of who this group is, where this group originated, and the current purpose or intent. <p>What prompts the need for a Charter revision?</p>	<i>Informational/Discussion</i>

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	<ul style="list-style-type: none">As members cycle in and out of the group the Charter needs to be maintained as a source of accuracy.Working with the Chair and Co-Chair this has repeatedly come up as a point of need.ODE acknowledges that members have voiced concern that this Charter review may take away from the time and space to move other more pointed aspects of this work forward.<ul style="list-style-type: none">As such ODE has worked to take on as much of the foundational behind the scenes work to prep this revision and bring the updated draft to the group for review.Member feedback: This group is unique and unlike other groups. There is a small group of individuals who have the experience and ability to move this program forward, many of which are currently on this board. There is a long history of geographic diversity within the group, however there are only so many individuals who are eligible for this committee, many of whom are currently holding seats on this committee.<ul style="list-style-type: none">There will be letters sent out inviting individuals to apply and join this group. It is recognized that it takes special individuals to move this work forward, and there will be a selection process in order to increase the voice and strength of our group.The ask is for Advisory Group members to review this draft Charter on their own time so we can review and discuss any feedback or comments without taking up more meeting time.There needs to be a way to restructure this group to ensure that valued voices aren't lost, rather than bringing more people to the table.There are many individuals that even if invited won't apply. Unless the ask is coming from someone higher up, or it is a very targeted ask there will be very little positive response.<ul style="list-style-type: none">Updating the wording in order to eliminate barriers and increase the buy in and community acceptance.It is essential to update our plan as it is the tool that will be used to guide all aspects of this work. That is the overall goal.Under 'Participation' change the language to reframe in a positive and strength based manner.Add verbiage containing the desire to have members of expertise in various areas such as the knowledge of academic outcomes for different levels of learning, such as Pre-k, elementary, etc.	
11:10 am	ODE Directors Updates <ul style="list-style-type: none">Deb Lange will not be returning to her position her at ODEThe agency will now be opening and hiring for a permanent position for AABSS Program Coordinator hopefully by the end of the month.<ul style="list-style-type: none">Member Discussion: What is the timeline for hiring for Deb's position and Coordinator? Is there any word on the Director position outcome?ODE: By the end of the month, May 30th these positions will be open for hiring. The Directors position is still undetermined as of now, the investigation has not been completed. ODE will be communicating outcomes as soon as they are made available.	
11:14 a.m.	Community Announcements and Updates Renee Anderson, Co-Chair	<i>Informational</i>

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	<ul style="list-style-type: none">● Ubuntu Leadership Symposium<ul style="list-style-type: none">○ June 22-26th○ Wickiup Resident Hall, CoCC Bend Campus○ RSVP to Marcus LeGrand	
11:15 a.m.	Adjourn Renee Anderson, Co-Chair	

Members Present: Kellen Akiyama, Renee Anderson, Iris Bell, Brian Detman, Cynthia Richardson, Lawrence White, Marcus LeGrand, Marsha Williams, Nkenge Harmon Johnson, Veronica Dujon, Whitney O'Connell, Chemeka Bolden

Members Absent: Carmen Brewton Denison, Joyce Harris, Shira Long-Strand, Princess Ostita-Oleribe, Lavert Robertson, Kali Thorne Ladd

ODE Staff Present: Dr. Bryce Coefield, Torrey Sims, Jenni Amado, Dr. Williams