



**Meeting Scribe:** Erin Rothweiler

Item	Discussion
<p><b>Welcome &amp; Roll Call -</b> 9:00 a.m. <i>AABSS Advisory Group</i> <i>Chair</i></p>	<p>The Advisory Group Chair began the meeting by welcoming everyone to the meeting and taking roll.</p> <p>The Advisory Group approved the minutes from the February 23, 2022 meeting.</p> <p><b>Meeting Agenda:</b>  <ul style="list-style-type: none"> <li>■ <a href="#">04.13.2022_AABSS Advisory Public Agenda.pdf</a></li> </ul> </p> <p><b>Meeting Slidedeck:</b>  <ul style="list-style-type: none"> <li>■ <a href="#">AABSS Advisory Group Meeting 04.13.2022 Slidedeck.pdf</a></li> </ul> </p> <p><b>February 23, 2022 Minutes:</b>  <ul style="list-style-type: none"> <li>■ <a href="#">AABSS Advisory Group Meeting Minutes 02.23.22.docx.pdf</a></li> </ul> </p>
<p><b>OEDI Assistant Superintendent Welcome &amp; Updates</b> -9:15 a.m. <i>Deborah Lange</i> <i>Laura Lien</i></p>	<p>Assistant Superintendent Lange welcomed everyone to the meeting. She expressed deep thanks for the support that this program receives. Thanks and appreciation was given to the advisory members for their time and their wisdom in guiding this work. Director Lien echoed Assistant Superintendent Lange’s welcoming statements.</p> <p>Assistant Superintendent Lange shared that on April 4, 2022 the Governor signed the budget that gave an additional \$5 million to make the grantee programs of the current AABSS cohort whole. She explained that the money that has been set aside for this biennium towards an external evaluation is being reallocated for program support and grant distribution. OEDI is currently taking stock of the findings from NPC from the previous program evaluation and are working towards implementing their recommendations.</p> <p>It was shared that the current plan to include grantee voice during advisory meetings is that there will be a group of 5 volunteers from the current cohort of grantees that will present updates to the advisors at the meetings. These 5 volunteers will be scheduled on a rotating basis so that it does not fall on the same volunteer each time. Grantees are encouraged that for the future meetings they utilize the conference line - the slidedeck for the meetings will be provided for the grantees prior to future meetings so that they can visually follow along.</p> <p>Director Lien shared that OEDI is working to shore up the equity work within the Student Success Plans and across the agency. More detailed descriptions of the plans held by the office will be given later in today’s meeting. ODE as an agency is making more of an effort to inform employees about the equity plan for the agency as well as the work of the Student Success Plans. This work is being led by an internal equity team made up of representatives from across the agency. OEDI’s representative is Mariana Praschnik-Enriquez, but while she is on leave Michael Reyes will be fulfilling the role.</p>

	<p>There is work being done to deepen the work of the Comp Center and how it relates and interacts with the Student Success Plans. OEDI is asking for additional POP's for the Student Success Plans held within the office, as well as one for a grant management position that will support the education specialists overseeing the Student Success Plans.</p> <p>Q: Is there a position responsible for integration of the SSP within districts? Is it one person for all the plans or one person per plan?  A: This position would take away some of the procurement and grant management work currently being done by our program coordinators. The idea is to have this position relieve some of the pressure on the coordinators so that they can do more of the integration work.</p> <p>Q: Is there intentionality in the ESD position to work with early intervention services? Have ELD's considered positions that focus on mental health services within an ESD?  A: This has been included in our conversations. The bill was originally intended to be the work of EAC and has recently been transferred to ODE and the OEDI team. More investigation is being done into the intention of this position and what needs to be adjusted in order to better meet the needs of students and ESD's.</p>
<p><b>For the Good of the Order</b> – 9:45 a.m.  <i>Shelaswau Crier</i></p>	<p><u>Meeting Dates</u>  The current shift of the meeting dates in order to accommodate a state advisory meeting has caused another conflict for advisors. Currently, ODE is working to create a calendar that tracks all of the different advisory groups across the agency in order to schedule the AABSS Advisory meetings at a time that will not conflict. A survey will be provided at the May meeting to reschedule the meetings starting in September 2022.</p> <p><u>Oregon Kitchen Table Survey</u>  There is a request of community members to participate in a survey created by the Oregon Kitchen Table. This is to get feedback on High School Graduation Requirements. It will close on April 15, 2022.  <a href="#">Oregon Kitchen Table Survey</a>  <a href="#">Oregon Kitchen Table High School Graduation Requirements</a></p> <p><u>Updating the AABSS Plan</u>  The plan will be updated with the recommendations that the advisory group has made over the past several years. Through this process, it will be determined which sections will need a closer look and more attention to revisions. The ask of the group is for volunteers to participate in an ad-hoc workgroup to work with Shelaswau and ODE to work on this first draft revision. This first draft will be presented to the group at the June meeting.</p>
<p><b>Funding Update &amp; the New RFA</b> - 10:00 a.m.  <i>Shelaswau Crier</i></p>	<p>OEDI has been able to execute final grant agreements with the current cohort of grantees. The organizations are now able to begin the reimbursement process to access the funds that they have been awarded.</p> <p>The legislature passed during the short session an additional \$5M to make the current cohort of AABSS grantees whole. Grantees have until next Friday (4/22/22) to request additional funding. \$4,560,623 is needed by the grantees to fully fund their programs, leaving \$439,376 left unallocated. There is also an additional \$443,462 that was set aside for an external evaluation that is being reallocated as it was decided to wait for an evaluation until 2024-2025. In total there is \$882,838 that needs to be utilized.</p>

The plan is set aside \$50,000 of these funds for program and grantee support and disburse the remainder through 1 year targeted grants of \$50,000 to \$149,999. These will be one-time funds targeted at organizations whose focus is on early learning or post-secondary education.

There was discussion among the advisory members around the need for grants, large or small, to be executed for more than one year. It was suggested that OEDI look into making grants for up to 5 years at a time, with a provision that awards would be contingent on the budgets passed by the legislature.

**House Bill 5202 Status**

[HB5202 Status](#)

**House Bill 5202**

[HB5202](#)

**Break - 10:20 a.m.**

**LGBTQ2SIA+ Student Success Plan - 10:30 a.m.**

*Angie Foster-Lawson*

Angie Foster-Lawson presented an overview of the new LGBTQ2SIA+ Student Success Plan.

The acronym stands for:

- L esbian
- G ay
- B isexual, Pansexual, Polysexual
- T ransgender, Non-binary
- Q ueer, Questioning
- 2S pirit, Indigiqueer
- I ntersex
- A sexual, Aromantic, Agender
- + Myriad of additional marginalized identities, expressions, orientations

The plan is centered on intersectional data that demonstrates the harm that is caused to LGBTQ2SIA+ youth across the state. The plan addresses youth experiences, research review, and three interdependent levels of recommendations.

There are many points of connection between this plan and the AABSS Plan.

- Supportive Educators
  - Staff training regarding bias and discrimination on protected classes including students of color
- Supportive Peers
  - Developing safer, more welcoming and inclusive environments for students of color, LGBTQ students, etc.
- Supportive Families
  - Districts invest in culturally responsive family engagement
- Safer Affirming Spaces
  - Increased visible support for students
  - Implemented anti-discrimination and anti-bullying policies
- Inclusive Curriculum
  - Culturally sustaining, curriculum and pedagogy across the grades
  - Development of learning experiences where identities and lived experiences are affirmed/valued

	<ul style="list-style-type: none"> <li>● Cross-Agency Collaboration <ul style="list-style-type: none"> <li>○ Work together across agencies about issues impacting marginalized students</li> </ul> </li> </ul> <p>The advisory group was asked to reflect and provide their recommendations around the question of what is being heard in the advisors’ communities from LGBTQ2SIA+ youth.</p> <p><b>LGBTQ2SIA+ Student Success Plan</b>  <a href="#">LGBTQ2SIA+ Student Success Plan</a></p> <p><b>2020 SHS Survey</b>  <a href="#">Oregon Health Authority : Student Health Survey</a></p> <p><b>2020 Oregon Safe Schools Report</b>  <a href="#">STATE OF SAFE SCHOOLS REPORT - Unsafe, Unseen, Unacknowledged: Addressing Hostile Educational Conditions for LGBT Youth in Oregon</a></p> <p><b>Black LGBTQ Youth in U.S. Schools</b>  <a href="#">Erasure and Resilience: The Experiences of LGBTQ Students of Color</a></p>
<p><b>Socioeconomic Measures &amp; LatinX Student Success Plan</b>  - 11:00 a.m.  <i>Michael Reyes</i></p>	<p>Michael Reyes, OEDI’s Latino/a/x &amp; Indigenous Student Success Plan Coordinator, presented on the work being done by ODE on reframing the definitions around socioeconomic measures.</p> <p>The project is centered on evaluating the current measure of economically disadvantaged and ensuring that ODE programs and partners that are impacted by this are a part of the process. ODE will be working with community, Tribal, and education partners to assist with this work.</p> <p>Current socioeconomic status is determined by students receiving free and reduced lunch. This does not paint an accurate picture as socioeconomic status can be influenced by a combination of factors including education, income, and occupation. The COVID-19 Pandemic greatly highlighted the challenge with the current classification as schools shifted to providing lunch to all students regardless of socioeconomic status or some schools stopped collecting this type of data altogether.</p> <p>ODE’s workgroup investigating the changes that are needed to measure socioeconomic status are asking partners to reflect and respond to what else can be gained from changing the measure and what students are missing when economic factors are the only focus.</p>
<p><b>American Indian/Alaska Native Student Success Plan</b> -  11:30 a.m.  <i>Renée Ametane’e Roman-Nose</i></p>	<p>Renée Ametane’e Roman-Nose presented the American Indian/Alaska Native (AI/AN) Student Success Plan. The plan was integral to bringing recognition to the needs and struggles of our AI/AN communities.</p> <p>The main focus is around sovereignty and understanding the sovereignty maintained by the 9 federally recognized tribes in Oregon. There is a dedication to understanding shared leadership and that tribes know what is best for their communities. To this end, the advisory committee works hand-in-hand with ODE to focus on the needs and priorities of the community.</p> <p>The following are the main objectives within the AI/AN Plan:  <i>AI/AN Student Success</i></p>

1. Adopt and support increased accuracy for the identification criteria of AI/AN students enrolled in early learning, K12, and post-secondary institutions
2. Increase access to high quality, community-based early learning programs that create and utilize culturally supportive environments that prepare AI/AN students for kindergarten
3. Decrease the occurrences and over-representation of AI/AN students experiencing academic suspension, expulsions or pushouts
4. Increase attendance and graduation rates of AI/AN students
5. Increase the occurrences of successful student transitions at all levels
6. Increase enrollment and access for AI/AN in post-secondary education, career and technical education programs, and career readiness

*Educator Success*

7. Develop and grow staff and educators to support AI/AN student success
8. Increase the number of AI/AN identified teachers, paraprofessionals, administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon's AI/AN population
9. Foster and support the capacity of Title VI educators

*Curriculum Success and Supporting Indigenous Languages*

10. Every school district in Oregon implements (K12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. This curriculum will be aligned with the national and state standards and will create opportunities to expand those requirements across multiple content areas.
11. Every Early Learning Program in Oregon implements lesson plans on historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools and instructional materials by 2025
12. Conduct assessment of the status of American Indian languages among the nine federally recognized tribes in Oregon for educational, cultural and heritage purposes, provide training and support for Native language speakers to become licensed to teach in Oregon and develop individual Tribal plans for integration of heritage language programs into curriculum and other community education

*Successful Ecosystems of Support*

13. Continue to build internal ODE capacity by strengthening the organizational infrastructure and strategies of the Office of Indian Education to meet the needs of the student success plan
14. ODE, ELD, YDC, EAC, HECC, and TSPC will strategically invest and collaborate with federally recognized Tribes in Oregon, Native/Indian organizations, Title VI Programs, and AI/AN community programs to implement, support and further the AI/AN student success plan
15. Work with community partners, Tribes, and school districts to address adverse childhood experiences by developing protective factors needed for positive academic and health outcomes, which will result in higher rates of graduation and fewer behavior related interventions
16. Support Government-to-Government (G2G) relationships between ODE and federally-recognized Tribes in Oregon through Tribal consultation and communication

The AI/AN offers several grant opportunities to support the work of the Student Success Plan: Transitions Grant, Language Grant, ESSER III Social/Emotional Wellness Grant, ESSER III Healing Grant, Discipline Study Grant, TAPP Grants. Research is also being done with Western Oregon University (WOU) on the TAPP Program.

<b>Public Comment</b> – 11:50 a.m.	<i>No public comments were received to be presented to the advisory group.</i>
<b>Community Announcements &amp; Updates</b> - 11:55 a.m.	<ul style="list-style-type: none"> <li>• Diving With A Purpose. Presentation at OMSI, April 21, 7-9 p.m. (online reservation for seats \$5) <a href="#">Science Pub Portland: From South Africa to Southern Alabama: Connecting History and Archaeology — OMSI</a></li> <li>• UO LRP Black Cultural Center Scholarship (Deadline is May 9, 2022): <a href="https://uoregon.academicworks.com/opportunities/6167">https://uoregon.academicworks.com/opportunities/6167</a></li> <li>• The Rose City Foundation is offering three 1000 dollar scholarships for Oregon high school graduates going to a 2 or 4 year Oregon institution <a href="https://docs.google.com/forms/d/11Ax4HPHDuFwF8u9tTI1WevWXMrmcamtOvwM8FCn7HBY/edit">https://docs.google.com/forms/d/11Ax4HPHDuFwF8u9tTI1WevWXMrmcamtOvwM8FCn7HBY/edit</a></li> </ul>
<b>Wrap-Up</b> - 11:55 a.m.	Requested Follow-Up Presentations: <ul style="list-style-type: none"> <li>• Latino/a/x &amp; Indigenous Student Success Plan (Michael Reyes)</li> </ul>
<b>Adjourn</b> - 12:00 p.m.	The Advisory Group Chair adjourned the meeting at 12:00 p.m.

Next Meeting: May 11, 2022, 9:00 a.m. - 12:00 p.m.