



Meeting Scribe: Erin Rothweiler

Item	Discussion
<p>Welcome & Roll Call – 10:00 a.m. <i>AABSS Advisory Group</i> <i>Chair</i></p>	<p>Shelaswau Crier began the meeting by welcoming everyone to the meeting and taking roll.</p> <p>The Advisory Group approved the minutes from the November 9, 2021 meeting.</p> <p>Meeting Agenda: 12.09.2021 AABSS Advisory Retreat Agenda.pdf</p> <p>Meeting Slidedeck: AABSS Advisory Meeting Slide Deck 12.09.2021 Retreat.pdf</p> <p>November 9, 2021 Minutes: AABSS Advisory Group Meeting Minutes 11.09.21.pdf</p>
<p>OEDI Assistant Superintendent Welcome & Updates – 10:10 a.m. <i>Deborah Lange</i></p>	<p>OEDI Assistant Superintendent Lange introduced herself to the advisory group and welcomed everyone to the space and this valuable and important work.</p> <p>She shared a brief discussion around the safety measures that are being taken towards advisory members and the access that the public has. She recognizes the difficult situations that are going on around this group and this work.</p>
<p>For the Good of the Order – 10:30 a.m. <i>Shelaswau Crier</i></p>	<p><u>Update Contact Information</u> Shelaswau Crier provided the group with a few minutes to fill out the updated contact information form. A directory of contact information will be sent out to advisory members only once all members have responded to the form. Contact Information Form Link</p> <p><u>Future Meetings Poll</u> The advisory group was asked to respond to a brief poll to decide the date for future monthly meetings. The options are as follows:</p> <ul style="list-style-type: none"> • Second Tuesday 9-12 • Second Wednesday 9-12 • Second Thursday 10-1 • Fourth Tuesday 9-12 • Fourth Wednesday 9-12 <p><u>Vice-Chair Nomination & Election Process</u> Shelaswau Crier spoke to the group about the responsibilities of the vice-chair position. The group was asked to nominate members for the position, including self-nominations. The nomination period will be open until next Friday (12/17). Submissions can be made by emailing either Shelaswau Crier or Erin Rothweiler. Nominees will be informed and given the opportunity to accept or reject the nomination. If they accept, they will be</p>

asked to give a 3 minute presentation at the January meeting; at the January meeting, voting on the position will take place.

Public Records Notice
 Shelaswau Crier shared that this group is subject to Public Records Requests. Those requests must be specific and ODE does not create documents to meet the request, but only provides what has already been created. The group was asked to read over the notice and respond to the Google Form indicating that they have read and understand to the information in the Notice.

[Notice regarding PR laws.pdf](#)
[Notice Form Link](#)

Educator Advancement Council (EAC) – 11:00 a.m.
Mercedes Jones, Director, P-20 Professional Learning Systems
Emily McCaffrey, Director, Equity Aligned Systems & Operations

This council was created in 2017 by SB182 in an effort to better support educators. This council provides resources, educator preparation, effective professional learning, and general educator support. The work of this council is funded by the Student Success Act to support diversity in the educator workforce.

The following are programs currently supported by the Council:

- Regional Educator Networks
- Educator Preparation Community of Practice
- Grow Your Own Programs
- Pathway Programs (OTSP, OASP)

The main practice areas of the Council are:

- Student-Centered Aim
- Equitable Access
- Adult Learning and Development for Culturally Responsive Pedagogy
- Instructional Leadership for Culturally Responsive Pedagogy
- Operations and Resources
- Strategic Change and Continuous Improvement

A brief overview on the Regional Educator Networks (REN) was provided. There are 10 RENs across the state:

1. South Coast to Valley
2. Columbia
3. Northwest
4. Clackamas Multnomah
5. Central Oregon
6. Western
7. Southern Oregon
8. Oregon Trail
9. Eastern Oregon
10. Douglas

The RENs work on 5 main strategies to improve conditions to support a diverse workforce:

- Retaining educators of color
- Recruiting educators of color
- Increasing educator safety, significance, belonging
- Access to professional learning
- Relevance of professional learning

The EAC follows 6 conditions of systems change divided into 3 phases to further their work.

- Structural Change (explicit)
 - Policy
 - Practices
 - Resource Flows
- Relational Change (semi-explicit)
 - Relationships & Connections
 - Power Dynamics
- Transformative Change (implicit)
 - Mental Models

The EAC is asking the advisory group to participate in a Jamboard to give their feedback on the following questions:

- Where do you see opportunities for EAC initiatives to be addressing the goals of the AABSS Plan?
- What other questions or wondering do you have about the EAC and its initiatives?

Q: Can you speak to the EAC's work with scholarships?

A: Currently the EAC supports the 6 public university educator preparation programs with grant funds to support the implementation of their equity plans. This is legislatively required. There is a move towards creating a community of practice where the leaders of those programs will be digging in more to ensure they are implementing effective practices in recruiting and retaining educators to create a more diverse pipeline in the workforce. This community of practice will start this year with plans of expansion over the next several years. There are 2 programs for scholarship and mentorship support for racially and ethnically diverse individuals pursuing a career in education.

Q: How did the process of building a curriculum that functioned as a racially affirming space work? What challenges did this work entail?

A: Creating tribal history curriculum that was historically accurate and culturally relevant meant working with multiple departments and sources from the tribe extending beyond education. It meant collecting stories from our elders, parents, and youth about their lived experiences to be incorporated into lesson plans so that we could challenge the stereotypical narratives/pictures you see in textbooks. Tribal members were very excited to contribute to something that would help change how we teach about Tribes and native people. We also included teachers who were passionate about this type of work to contribute their skill set in creating lesson plans and piloting them in their classrooms so we could see what did/didn't work. I think this piece was critical in our process. Having a stellar unit on Tribal history means nothing if it sits on a shelf. By inviting teachers to be part of the process meant we were getting early buy in to spread and scale as we progressed in our own process. A challenge, although I enjoyed this piece, was providing professional development to schools and districts on the curriculum. Disseminating this type of curriculum means asking teachers to unlearn and reassess their own learnings about Tribes in our state and country. It is asking teachers to be vulnerable. I found that in my role I was making great connections with teachers who were hungry for this information and were excited to introduce the curriculum to their students. The challenge I faced was reaching teachers who didn't see this type of curriculum as important or worthy of their time or their students time. The other challenge was some of the push back we got from educators and even a school board. But all of this goes back to mental models. How are we addressing the mental models that our educators have of Tribes and Native youth and their Native colleagues. I think it's important to note here that we are starting to see and gather data that tells us

when our schools incorporate culturally relevant curriculum we can increase student attendance and success. All of that tells us we are on the right track.

Educator Advancement Council Slidedeck:
[AABSS Advisory Group retreat 12_9_21.pdf](#)

Program Updates One-Pager:
[ED Update 12.08.21.pdf](#)

EAC Google JamBoard Link:
[AABSS jamboard](#)

Racial Justice Institute:
<https://www.oregon.gov/eac/Pages/Racial-Justice-Institute.aspx>

Oregon Administrator Scholars Program:
<https://www.oregon.gov/tspc/FA/Pages/Scholarships.aspx>

Oregon Teacher Scholars Program:
<https://www.oregon.gov/eac/Pages/Teacher-Scholars-Program.aspx>

Licensure and Testing Reimbursement Program:
<https://www.oregon.gov/tspc/FA/Pages/Reimbursements.aspx>

Lunch Break - 11:30 a.m.

AABSS Plan Overview
 – 12:00 a.m.
Shelaswau Crier

Shelaswau Crier presented a high-level overview of the African American/Black Student Success Plan.

The AABSS Plan began in 2015 and was passed as HB2016 during the 2016 legislative session. It is codified in ORS 329.841, which directs ODE to develop and implement a statewide plan for African American/Black students in early childhood through postsecondary education programs. An advisory group to advise ODE on the development and implementation of the plan was outlined in the bill, as well as the awarding of grant funds for implementation.

Currently the AABSS plan has awarded 14 grants under the most recent RFA. Work was done in 2021 to update the rules and amend legislation around the AABSS plan. The AABSS plan and implementation will undergo a revision and update during 2022.

The purpose of the grant provided under the AABSS plan is to fund applicants that can document an understanding of the unique needs of African American and Black students, and who have the potential to become exemplary programs and who create collaborative practices related to the objectives outlined in the AABSS plan.

The 14 grantees that make up the current cohort are:

- Airway Science for Kids, Inc.
- African Youth and Community Organization (AYCO)
- Black Parent Initiative (BPI)
- Coalition of Black Men (COBM)
- Center for African Immigrants and Refugees Organization (CAIRO)
- Immigrant and Refugee Community Organization (IRCO)

- Lane Education Service District
- Multnomah Education Service District
- Oregon State University (OSU)
- REAP
- Self Enhancement, Inc. (SEI)
- Southern Oregon Education Service District
- Washington County

Q: Are fraternal organizations able to apply for grants?

A: Yes, if they meet the definition for eligible applicants under the OAR 581-017-0550 to 581-017-0565, namely that they are a nonprofit community based organization

Q: Is support for evaluating/diagnosing students for learning, emotional and mental needs included in the AABSS plan?

A: The current plan does include in strategies "access to culturally responsive mental health advocates and services for students and families." Overall, this is an area that needs more specific attention in the Plan. I've started having internal ODE conversations with ODE offices that work on learning assessments for placement and disability determinations.

ORS 329.841:

https://oregon.public.law/statutes/ors_329.841

HB2016:

<https://olis.oregonlegislature.gov/liz/2015R1/Downloads/MeasureDocument/HB2016>

African American/Black Student Success Plan:

<https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Documents/aabsSuccessPlan.pdf>

AABSS Website:

<https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Pages/default.aspx>

Statewide Report Card
- 12:30 a.m.
*Jon Wiens, Director of
Accountability &
Reporting*

Jon Wiens provided an overview of student enrollment and outcome data for the state of Oregon.

ODE currently collects student data according to federal requirements using a two-part question:

1. Are you Hispanic? (Yes/No)
2. Select one or more races:
 - a. American Indian/Alaska Native
 - b. Asian
 - c. Black/African American
 - d. Native Hawaiian/Pacific Islander
 - e. White

Individual districts have flexibility to ask more detailed questions of their students beyond what the state can federally record and report. Based on the federal reporting Black/African American students are reported in one of three ways:

1. Black/African American

2. Hispanic
3. Multi-racial

ODE also collects data around the language diversity of Oregon's students. Data from 2020 reflects immigration in our state from East Africa. There are more than 100 different languages spoken by our African American/Black students.

Much of the data collected by ODE has been impacted by the current pandemic. This impacted Assessment, Attendance, Discipline, and Enrollment data. The challenges to data collections during the pandemic make the data that was collected nearly unusable.

In looking at attendance rates for African American students, there is not a significant difference between the rates regularly reported in the federal categories. There is a significant impact to attendance data for African American/Black students, and other historically underserved students, during 2020-21 due to the pandemic. Current ODE data masks the fact that data shows that African American/Black students are proportionally more likely to be on a modified diploma.

Q: Does the modified diploma mean they were on IEP's?

A: No, not everyone that is on a modified diploma is on an IEP.

Q: Who makes the decision regarding offering modified diplomas? Are parents part of the discussion/decision?

A: This decision is supposed to be made early in a student's high school career, but it is unclear as to who is involved in the decision.

Q: Who gets offered the option of a modified diploma? What is the criteria for inclusion?

A: Please use this link to [Oregon Administrative Rule 581-022-2010](#) which discusses the modified diploma.

A: The Modified Diploma(MD) is a high school completion document that may be earned by students who have demonstrated an inability to meet the full set of academic content standards required for a regular high school diploma, even with reasonable modifications and accommodations. To be eligible for the MD, a student must have a "documented history"[1] of an inability to maintain grade level achievement due to significant learning and instructional barriers,[2] or a documented history of a medical condition that creates a barrier to achievement. (OAR 581-022-2010(2)) (OAR 581-022-2010(3)(a))

The Modified Diploma can be earned by either a student with disabilities or a regular education student. The MD can be earned by either a student eligible for special education or a regular education student, if the student meets the eligibility requirements of the MD. These decisions are made by the IEP team for a student with disabilities and a school team for a student that is not eligible for special education.

In terms of inclusion, IDEA does not use the term "inclusion." IDEA does require school districts to place students in the least restrictive environment (LRE).

LRE means that, to the maximum extent appropriate, school districts must educate students with disabilities in the regular classroom with appropriate aids and supports, referred to as "supplementary aids and services," along with their nondisabled peers in the school they would attend if not disabled, unless a student's individualized education program (IEP) requires some other arrangement.

This requires an individualized inquiry into the unique educational needs of each disabled student in determining the possible range of aids and supports that are needed. Some supplementary aids and services that educators have used successfully include modifications to the regular class curriculum, assistance of an itinerant teacher with

special education training, special education training for the regular teacher, use of computer-assisted devices, provision of note takers, and use of a resource room, to mention a few.

Statewide Report Card Sliddeck:
[AABSS Data Overview.pdf](#)

Intensive Coaching Program - 1:00 p.m.
*Chelsea Mabie,
Operations & Policy Analyst
Sarah Rosenberg,
Education Specialist*

The Intensive Coaching Program is a part of the Office of Education Innovation & Improvement. The program represents an evolution from some past coaching models to a model of the Student Success Team (SST). This SST would make recommendations to districts on their SIA funds and plans. It will be mainly targeted towards districts with the highest needs and is by invitation only for four years of participation.

The SST's are made up of internal and external members. The following are the different groups within the SST's:

- Stewardship Group (decision makers)
 - 3 Internal Members
 - District Superintendent
 - Board/Community Member
 - Teacher Leader
 - 4 External Members
 - Leadership Steward
 - Teaching & Learning Steward
 - Community Steward
 - ODE Point Person
- Advisory Group
 - Internal Members
 - Principals
 - Licensed Staff
 - Certified Staff
 - Students
 - Parents, Family, Community
 - External Members
 - ESD Personnel
 - Additional ODE Staff
 - District Contracted Supports

There is a goal and purpose of this program to support districts in improvement in SIA goals.

There are currently 2 districts in this program: Reynolds School District and Salem Keizer Public Schools. There has been learning by ODE staff working in this program in navigating and guiding these very different districts through this work.

More districts will be invited to participate in the program starting in January 2022. ODE will be searching for stewards to support new districts in the program.

Q: Is there a requirement for cultural representation on advisory bodies?
A: There is no statutory requirement, but Salem-Keizer has made it a priority for their advisory group. This has been brought forward to the Reynolds advisory and they are ensuring cultural representation in their group as well.

Q: How has the current workforce crisis impacted this work?

A: There definitely has been an impact on the districts. It is challenging to get teacher leaders and representation at that level. The hope is that through further encouragement and outreach more educator voices will be integrated.

Q: Are you able to compensate people for their participation in these advisories?
A: Yes, compensation is available and districts are able to provide sub-release as well.

Q: Is there a legal barrier to require cultural representation on these advisories? Can the AABSS Advisory Group make a suggestion for a rule amendment to be made that requires representation on these advisories that the data shows are underrepresented?
A: There is no legal barrier to require cultural representation, but it is not in statute. The thinking was around a bigger picture that had districts taking into account the communities that are present within their boundaries and provide representation as they see the need. This is a consideration that can be brought to the ODE team as a potential revision.

OAR 581-017-0738 Intensive Program & Student Success Teams: Criteria, Agreement and Establishing Improvement:
https://oregon.public.law/rules/oar_581-017-0738

Intensive Coaching One-Pager:
[IC - One Pager \(1\).pdf](#)

Intensive Coaching Program Slidedeck:
https://docs.google.com/presentation/d/1CuKmh7mXIXS3mUlrEkS4qEcj0zT99pNvjBOcX-0w_Ow/present#slide=id.gaf1eb7f504_0_0

Break - 1:30 p.m.

Remote Learning Program Standards –
1:40 p.m.
Kate Pattison, Charter School Specialist
Ken Greenbaum, Director of Digital Learning
Allie Ivey, Digital Learning Program Specialist

Remote learning includes all model types that have a student and teacher not in the same physical location for more than half of the instruction time. The overall goal of the work is to create, implement, and ensure program quality standards that equitably support student learning.

The timeline for this work centers around engagements to inform ODE on how remote learning models work across the state. Policy recommendations will be published in January of 2022. Implementation of these policies and continued engagement will begin in June of 2022 through June 2023.

The advisory group was asked to reflect and share their responses to the following questions:

- What policies or expectations need to be in place to ensure the quality of teaching and learning in online and remote programs and ensure equitable access to learning for the students you work with?
- What remote learning practices have you seen or heard that offer promise?
- What challenges or barriers are students and families experiencing in remote schools or programs?

Q: Is remote learning that can be used for homework or tutoring being looked into?
Accompanying this is a need for a space that students have access to good internet connections for online learning.
A: Some of the work of this program is to discover the different areas where online learning is needed, like after-school programs or tutoring outside of school hours.

Q: What resources do schools have in providing online learning during COVID restrictions or quarantine periods due to school exposures?

A: Distance learning in a COVID or emergency context are definitely a part of this work and will be greatly considered in policies moving forward. There are some policies in place in regards to instructional time and in other areas these considerations push up against current policies.

Q: What practices are in place for educators to identify and support students exhibiting learning disabilities and challenges regarding wellness?

A: Generally, there are both state and federal requirements for districts and schools to have practices in place to support students as described above. I have copied Eric Wells here who can provide more expertise as to what those are and how those apply to online/remote programs. In short, all requirements of traditional in-person settings are required of online/remote settings as well. As it pertains to the work of the remote learning program standards on which we presented, it is exactly this question we want to ensure is being asked of online/remote schools. Anecdotally, the degree to which such supports are provided varies across programs and the goal of the program standards is to provide a framework to both support and hold schools accountable to critical aspects of school programming, including those named in the question. So, while the answer to the question lies in some universal requirements and some specifics of each school's program, the work of the standards is to ensure those questions are answered and present in every remote/online school.

A: Our Federal partners at the Office of Special Education and Rehabilitative Services released a [Dear Colleague Letter on the Inclusion of Behavioral Supports in Individualized Education Programs](#) in 2016. That letter extensively covers expectations from the Individuals with Disabilities Education Act (IDEA) related to behavior. Below is excerpted language from that letter:

The IDEA and its implementing regulations require IEP Teams to follow certain procedures to ensure that IEPs meet the needs, including the behavioral needs, of children with disabilities. There are a number of special factors that IEP Teams must consider in developing, reviewing, or revising a child's IEP. The IDEA specifically requires IEP Teams to consider the use of positive behavioral interventions and supports, and other strategies, to address behavior for any child with a disability whose behavior impedes his or her learning or that of others. This requirement applies to all IEP Teams, regardless of the child's specific disability, and to the development, review, and revision of IEPs. To the extent a child's behavior including its impact and consequences (e.g., violations of a code of student conduct, classroom disruptions, disciplinary removals, and other exclusionary disciplinary measures) impede the child's learning or that of others, the IEP Team must consider when, whether, and what aspects of the child's IEP related to behavior need to be addressed or revised to ensure FAPE [a free appropriate public education]. As part of the development, review and, as appropriate, revision of the IEP, IEP Teams should determine whether behavioral supports should be provided in any of three areas: (1) special education and related services, (2) supplementary aids and services, and (3) program modifications or supports for school personnel. Behavioral supports provided as part of a child's special education and related services may be necessary to ensure that the child's IEP is designed to enable the child to advance appropriately toward attaining the annual goals specified in the IEP, to be involved in and make progress in the general education curriculum, and to participate in extracurricular and other nonacademic activities. Appropriate supplementary aids and services could include those behavioral supports necessary to enable a child with a disability to be educated in regular classes or

	<p>the setting determined to be the child’s appropriate placement in the LRE. In addition to the behavioral supports that may be provided directly to children with disabilities, program modifications or supports for school personnel, provided on behalf of the child, may also be necessary to support the child’s involvement and progress in the general education curriculum, advancement towards attaining the annual goals specified in the IEP, and participation in extracurricular and other nonacademic activities. Schools facilitate the provision of FAPE by providing children with disabilities with the behavioral supports they need to prevent, or bring an end to, disciplinary approaches that may unduly interfere with instruction and the implementation of IEPs.</p> <p>Under the IDEA, “related services means transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, interpreting services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. Related services also include school health services and school nurse services, social work services in schools, and parent counseling and training” (34 CFR § 300.34). Related services must be provided when they are necessary for a child to receive FAPE and have the potential to significantly impact wellness.</p> <p>Remote Learning Program Standards Slidedeck: 2021-12-09 AABSS Remote Learning Program Standards Presentation.pdf</p>
<p>Student Investment Account and the Office of Education Innovation & Improvement - 2:00 p.m. <i>Magdaline Mashia, Director of Programs & Practices</i> <i>Rachael Moser, Director of Systems Capacity & Improvement</i> <i>Emil Tsao, Relational Strategist</i></p>	<p>The Office of Education Innovation & Improvement (EII) is a relatively new office within ODE. It was established in July 2019 with the main purpose of implementing the Student Investment Account within the Student Success Act (SSA). EII is responsible for 6 programs:</p> <ol style="list-style-type: none"> 1. Student Investment Account (SIA) 2. District and School Effectiveness 3. Intensive Coaching 4. High School Success 5. Every Day Matters 6. Early Intervention Information Systems <p>The Student Investment Account is centered on community engagement. For the 2021-23 biennium SIA received 892 million funds in non-competitive grants. These funds can be used in 4 categories:</p> <ol style="list-style-type: none"> 1. Reducing Class Size 2. Well-Rounded Education 3. Instructional Time 4. Health and Safety <p>Moving forward the SIA will submit a financial audit in January and provide an update to the legislature.</p> <p>Districts will be expected to update their SIA plans based on narrative responses to how community engagement has informed their work, narrative responses to the districts’ use of an equity lens, and a 2-year budget.</p> <p>EII will be launching an Integrated Guidance program. There will be a single application process for the SIA funds, a blending of funds to support focal student groups more</p>

	<p>effectively, and a scaling of SIA requirements and supports. In 2023 districts will be expected to have a comprehensive needs assessment, community, staff and student focal group engagement, use and application of an equity lens, and alignment of strategies, activities, and outcomes across all 6 EII programs.</p> <p>Q: Who is the target of the equity learning course and how well have they been received? A: Those learning courses have been targeted to internal staff in our office. So far they have been received well and it has taken quite a bit of planning to design how to do deep learning inside ODE. We are also planning learning offerings to districts and we will share more about those in this presentation.</p> <p>Q: Many culturally specific organizations that support African American students have stepped in during the pandemic, why hasn't EII begun investment efforts into those organizations? A: Districts and schools have not been looking at the AABSS plan, but as SIA moves into its next coaching phase the plan is to advocate and encourage them to consult the plan and even further in the future for this to become a requirement.</p> <p>Q: Would EII recommend culturally responsive organizations to be involved in the coaching process? A: Yes, a list exists of organizations, but it is not comprehensive so input would be great. They would have to apply through ODE Procurement and we recognize that this might be a barrier for some organizations.</p> <p>SIA Slidedeck: AABS SIA & EII Presentation.pdf</p> <p>SIA Community Engagement Toolkit: https://www.oregon.gov/ode/StudentSuccess/Documents/69236_ODE_CommunityEngagementToolkit_2021-web%5b1%5d.pdf</p> <p>OregonBuys Registration Link: https://oregonbuys.gov/bs/</p> <p>Early Indicator and Intervention Systems Program: https://www.oregon.gov/ode/StudentSuccess/Pages/EIIS.aspx</p>
<p>ESSER III Investment Overview - 3:00 p.m.</p>	<p><i>This presentation was not given to the advisory at this time. Shelaswau Crier will work with the Office of Teaching, Learning, & Assessment in scheduling time for this at a future meeting. The presentation slidedeck will be sent to the advisory group after this meeting.</i></p>
<p>Community Building - 3:00 pm. <i>Shelaswau Crier</i></p>	<p>The advisory group was asked to join breakout groups to share on the following question:</p> <ol style="list-style-type: none"> 1. Where are you from, geographically and culturally? With respect to cultural background, share some inherent values of your home and upbringing that are foundational to who you are.
<p>Advisory Group Charter - 3:30 pm. <i>Shelaswau Crier</i></p>	<p>Shelaswau Crier walked the advisory through a quick overview on some of the changes to the advisory group charter that are being suggested. A major change was a formatting change that took away the "boxy" format previously used, in favor of a more document or letter format.</p> <p>The following are the changes organized by section within the charter:</p>

	<ul style="list-style-type: none"> • Statement of Purpose <ul style="list-style-type: none"> ○ Use of AABD abbreviation throughout the charter to stand for African/African American/Black/African Diaspora • Scope <ul style="list-style-type: none"> ○ Expand scope to include early childhood and postsecondary education • Membership <ul style="list-style-type: none"> ○ No more than 27 members on the advisory to allow for 2 seats for student representation • Recruitment <ul style="list-style-type: none"> ○ Cleaned up language around publication of recruitment requests • Terms of Service <ul style="list-style-type: none"> ○ Adjusted time of terms to 2 years that begin July 1 and last until August 30 • Conflicts of Interest <ul style="list-style-type: none"> ○ Decision made that current grantees cannot serve on the advisory group <p>AABSS Advisory Group Charter: AABSS AG Charter Draft Dec. 2021.docx</p>
Wrap-Up - 3:50 p.m.	Requested Follow-Up Presentations: <ul style="list-style-type: none"> • 2021 Graduation Rates – Jon Wiens • ESSER III Investment – OTLA Team • Students with Disabilities and Remote Learning – EII Team
Adjourn - 4:00 p.m.	The Advisory Group Chair adjourned the meeting at 4:00 p.m.

Next Meeting: TBD