



**Meeting Scribe:** Tamara Neeley

Item	Discussion
<p><b>Gavel-in, Welcome, &amp; Roll Call – 9:00 a.m.</b>  <i>AABSS Advisory Group Chair</i></p>	<p>The Advisory Group Chair began the meeting. The Vice-chair took roll. The Chair welcomed everyone.</p> <p><b>Meeting Agenda</b>  <a href="#"><u>1.30.2024_AABSS Advisory Public Agenda.pdf</u></a></p> <p><b>Meeting Slidedeck</b>  <a href="#"><u>AABSS Advisory Group Meeting 1.30.2024 Slidedeck.pdf</u></a></p> <p><b>December 20, 2023 Meeting Minutes</b>  <a href="#"><u>AABSS Advisory Group Meeting Minutes 12.20.23.pdf</u></a></p>
<p><b>Review and Approval of December Meeting Minutes</b></p> <p><b>9:15</b></p> <p><i>AABSS Advisory Group Chair</i></p>	<p>December 2023 Meeting Minutes were approved.</p>
<p><b>OEDI Assistant Superintendent Welcome</b></p> <p><b>9:20</b></p> <p><i>Deborah Lange, OEDI Assistant Superintendent</i></p>	<p>Rescheduled early January meeting due to the weather. Assistant Superintendent Deb Lange thanked everyone for their time. She recognizes that this is volunteer work and she appreciates everyone. We will be standing up new advisory groups this year: Early Literacy, Safe and Inclusive Schools, and Immigrant/Refugee. After this short session, there are several very supportive legislators that will be leaving and new ones coming in that are skeptical of the student success plans. We want ALL of our students to benefit from the plans.</p> <p>Q: Are legislators asking about all student success plans?  A: Yes. It is a general concern and it isn't super widespread.</p> <p>Q: Will the refugee student success plan overlap? Will AABSS not serve those kids then?  A: Yes. We are trying to look at intersectionality. We don't want to duplicate programs/pay double for the same work. The unified RFA will come out in February and all grantees will be reapplying for 2024-2025 funds. How do we get programs to integrate more?</p>

Observation on suicide prevention work, Veronica shared a request she was hoping to get out to the community re: post-secondary students working on a task force.

We need to think about and address student experience in our plan programs.

Q: Disability act did not pass in the long session and I hope it will be addressed in the short session. We need to address the intersectionality of black students with disabilities.

A: Yes - we are looking at all of the indicators. It shouldn't take a student success plan to support our students with disabilities. How do we elevate it within existing plans? We are collecting data on students with disabilities currently being served by AABSS grantees.

Q: Are other student success plans also in the position where they have to serve students who are not focal students?

A: Yes. Services are accessible to all students but the intent is to improve systems and experiences for target students. As we look at our extension grants, we have noticed that there isn't always a clear throughline connecting budgets, activities, and student success strategies.

We shouldn't be afraid to say there is overlap, connection. The system has historical and present challenges that need to be attacked from different angles. It is on us to articulate to legislators that these plans are and need to be intersectional and the idea of duplication needs to be more clearly and intentionally articulated.

Legislators should also interrogate the systems that require these plans to be in place to begin with. They are here to address the failure of the systems to serve our students.

There are several advocacy coalitions in the state and there should be more connection and intersection between them and the student success plans. The coalitions are meeting with the legislature and then the plans can serve as an echo.

Some of our legislators are ignorant about the systems and processes that the student success plans are, in many ways, replacing. What they don't know is shocking. Would it be wise to have a one-pager about this group to share our history and the work? It used to be part of what was done (prevail upon legislative office to assist in this work).

There are also intersections between other state departments (ODE, health, housing, etc.).

We need someone to track funding and opportunities so we can see where there is alignment. How do we strategize the ideas that are being raised here?

Instead of looking at overlapping plans/grantees as a duplication of efforts, consider it as an intentional layer of supports (reframing of the idea of duplicated services).

Q: Is there a way we could take a look at all the bills and find ways to utilize additional funding to support our students?

A: It hasn't been done lately but we have asked to have the legislative office send us the bills so that we could align our work. There is an OLIS list. And we have two legislative coordinators that support our office. Deb will reach out to them to ask about their capacity to help us determine alignment.

Funding for schools is critical. The governor is aware and has created a group that will meet biweekly to reimagine school funding. Though our schools have changed drastically, the funding

	<p>formula hasn't changed in over 20 years.</p> <p>Can we invite legislators to our meetings?</p> <p>Bills are required to go through an equity analysis. Can we filter or search for terms on OLIS that would allow for easier alignment? How do we center the voice of community groups BEFORE a bill is passed instead of at the implementation phase? REL NW is looking at updating the bill analysis form.</p>
<p><b>Legislative Report Update and Discussion</b></p> <p><b>9:30</b></p> <p><i>Mariana Praschnik-Enriquez, OEDI Interim Director</i></p>	<p>We wanted to hold space for anything glaring.</p> <p>Report didn't indicate the bipartisan nature of the formation of this group. It is important to note that.</p> <p>We are clear on the why but there is a missed opportunity to show measurable impact (indicators 7, 8, 9, 10, and 11). If we can get this quantified, it will strengthen the argument for the purpose and progress of this plan. What are schools doing re: discipline and how do we hold them accountable?</p> <p>We can't get real-time data which makes it difficult to know if what we are doing is working.</p>
<p><b>Break</b></p> <p><b>10:18</b></p>	
<p><b>EdNW Multilingual Strategic Plan</b></p> <p><b>10:25</b></p> <p><i>Dr. Karen Perez DeSilva</i></p>	<p>EdNW came to provide an overview of the multilingual strategic plan ahead of a more in-depth session asking for feedback next month. The Oregon plan ought to include languages and students reflective of our diverse populations - inclusive of African diaspora. None of this is reflected in the plan nor in the EdNW staff.</p> <p><input type="checkbox"/> Meeting: 01_30_24 African American_Black Student Success Advisory Group INTRO</p> <p>Q: What stands out to you in the exemplar plans? *informal conversation*</p>
<p><b>What does African American/Black Student Success Mean?</b></p> <p><b>11:00</b></p> <p><i>Joyce Harris, Chair Renee Anderson, Vice-Chair</i></p>	<p>What does it look like? What does it feel like/sound like for our students/community?</p> <ul style="list-style-type: none"> <li>● Thriving</li> <li>● Love</li> <li>● Joy (specifically Black joy)</li> <li>● Safety</li> <li>● Security</li> <li>● Freedom</li> <li>● Access and choice</li> <li>● Ability to dream and access dreams</li> <li>● Representation</li> <li>● Community</li> <li>● Leadership</li> <li>● Upward migration</li> <li>● Excitement to attend school</li> </ul>

- Strong community - every member of educational system is involved
- Breaking cycle of generational trauma relating to ethnicity
- Innovation, expression, creativity, healing
- Increasing positive visibility
- Staff with similar backgrounds, lived experiences and appearances as students
- On track, expedited learning, honors, IB, AP
- Increasing education on resources available
- Transition to college with access to funding
- Dismantling barriers (not person-dependent), systematic approach and implementation
- Developing pathways within various levels of educational system - specifically pathways to levels of higher administration
- Breaking away from current systems, ability to fund programs without others regulatory systems
- Network of organizations to rely on each other and create strong systems of support
- Sustaining individuals and programs of color within the educational system to increase and maintain visibility. Keep supporting educators of color long term.
- Gathering input from colleges / trade schools regarding student success
- Affirming systems & services for individuals of color - also creating more areas / opportunities for individuals who are not of color to positively affirm and support students of color regarding culture, history, excellence, etc.
- Broadcasting data and information regarding educators of color representation within schools and the corresponding effects on students of color - the correlation is clear
- Discussion of potential to create a day for in person meeting designed to building rapport and engagement within our AG community
  - Currently in the process of organizing an opportunity for each individual AG to gather, as well as all gathering together

#### What is Black Student Success?

- Bridge the gaps (this is HUGE)
- Our students know what they want to do/be
- They are ready to be successful in life
- I think of it as the lives students can live and thrive in because of the benefits they've received from the K-12 system - that upon leaving they can thrive as adults and members of society on a way that allows them to take care of their families and communities and to bridge this into generational wealth and close performance gaps
- I see it as representation. The more we see ourselves in the roles we want to fill , the more we will push ourselves forward to reach these roles and goals. If I don't see representation, I can fill these roles and become a role model for other students.
- I look at it from three angles:
  - Success for African American and black students looks like them acquiring skills and also building community and belonging. Mentorship as well.
  - Upward migration: if you acquire all this knowledge and skill, but not moving forward then this is to what end. They need to be moving to a better place than where they are at today.
  - Another indicator is our students looking forward to going to school because they feel a part of THAT community as well. This is why it's important to **recruit and retain** our black educators. A student has a bad day and is able to find a mentor who represents them in their school environment.

- Success for our students and ourselves has to do with no longer experiencing the trauma of anti-blackness. Being able to move forward and have innovative and positive experiences is the type of healing that we need. The trauma and anti-blackness continues.
- We have to help support our students, and help them to realize who they are and their greatness. They need some sort of armor to deal with what they will experience on a daily basis. When you don't hear or see yourself in anything, that has an impact as well.
- Our students should enter school settings that have staff that look like them and have similar lived experiences. Students should be on track and if they are not there should be aggressive strategies at every turn and avenue to get them on track so they don't spend their entire school experience behind. We want them to graduate from high school equipped to access all of the resources and knowledge that they need to have. They need people along the way to provide internships for them, so they know what opportunities are available to them for when they make a career choice.
- I want to add that dismantling of systemic barriers is crucial. A systematized approach is needed. Building programs that cannot be easily dismantled is a process. We need to develop pathways for our Black students who become teachers and admin. There is a lack of admin of color as well. Seeing themselves represented in the field of education is equally important.
- I think lasting success is to get away from the current systems who fund us. Moving away to systems that touch on every aspect, which provide support once they get out of school. Additionally, let's make sure we have programs within the community and have a network of all these organizations that work away from the system which oppresses us and create our own enclave of things. [www.urbanviewgives.com](http://www.urbanviewgives.com)
- The sustaining of teachers of color in schools, the sustaining of programs over time is also very important. I operate in a rural, conservative area of Oregon. To me, there are two Oregons: urban centers and rural centers. There are lots of African Americans or students of color in these rural areas who need support and do not receive the support that they need. In my school, we have African American students who have come from a bigger environment who get lost in a rural area and then they need to survive there. These students need support. How do we support teachers to support these students? How do we get input from colleges and trade schools for support for African American students in these rural areas.
- Black and African American affirming systems, people, services, is a both and thing. We need spaces and places where we see folks who look like us AND we also need to foster allies and support from all groups. We need to focus on all people being able to affirm young people, their culture and history regardless of your background. To me this is success in a bigger, broader context.
- When Black students are not affirming their own culture, they have to assimilate to survive. That assimilation may mean to latch on to systems that are steeped in White Supremacy.
- Correction ORS 342.437- percentage of educators reflects the percentage of diverse students.
- <https://1mtoc.org/map> 40% of schools in the US have NO teachers of color.
  - If a black student has 2 teachers that are black, they are 32% more likely to enroll in a post secondary institution.
  - 2022 Educator Equity report gives more info on this
  - There is also a need for black educators to be in the school for other students.
  - The data regarding the effect of black educators/admin is known. Action is needed.

	<ul style="list-style-type: none"> <li>● The extent and deeply embedded roots of systemic racism, makes this work an uphill battle at every step of the way.</li> <li>● I would like to acknowledge that the educator advancement council is focused on closing the achievement gaps mentioned by recruiting educators.</li> <li>● Educator Preparation Employment Report <ul style="list-style-type: none"> <li>○ <a href="https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2764/EAC/3739787/2023_Oregon_Public_Educator_Report.pdf">https://core-docs.s3.us-east-1.amazonaws.com/documents/asset/uploaded_file/2764/EAC/3739787/2023 Oregon Public Educator Report.pdf</a></li> </ul> </li> <li>● Is there an in-person meeting in the works?</li> </ul>
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<b>Community Announcements &amp; Updates</b>	
<b>Adjourn - 12:07</b>	Chair adjourned the meeting at 12:07

Next Meeting: February 21, 2024