



Meeting Scribe: Erin Rothweiler

Item	Discussion
<p>Welcome & Roll Call – 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, introducing the group to Vice-Chair Anderson, and taking roll.</p> <p>The Advisory Group approved the minutes from the December 9, 2021 meeting and the January 26, 2022 meeting.</p> <p>Meeting Agenda: <ul style="list-style-type: none"> ■ 02.23.2022_AABSS Advisory Public Agenda.pdf </p> <p>Meeting Slidedeck: <ul style="list-style-type: none"> ■ AABSS Advisory Meeting Slide Deck 02.23.2022.pdf </p> <p>December 9, 2022 Minutes: <ul style="list-style-type: none"> ■ AABSS Advisory Group Meeting Minutes 12.09.21.pdf </p> <p>January 26, 2022 Minutes: <ul style="list-style-type: none"> ■ AABSS Advisory Group Meeting Minutes 01.26.22.pdf </p>
<p>For the Good of the Order – 9:15 a.m. <i>Shelaswau Crier</i></p>	<p><i>These updates were discussed at 10:15 a.m. after the ESSER III presentation.</i></p> <p><u>Meeting Conflicts</u> The Early Learning Council (ELC) currently has monthly meetings scheduled at the same time as the AABSS Advisory meeting. At least one current AABSS Advisory Group member participates in the ELC meetings and therefore must leave AABSS meetings early. In addition, other AABSS Advisory Group members expressed an interest in the ability to attend ELC meetings as early learning is an area in need of more attention in the AABSS Plan. It was proposed to the group to consider whether or not to change the standing date of the AABSS meetings to accommodate the ELC meetings. The following options were presented to the group in a poll: <ul style="list-style-type: none"> ● 2nd Wednesday of the month, 9:00a.m.-12:00p.m. ● 2nd Wednesday of the month, 1:00-4:00p.m. ● 2nd Thursday of the month, 10:00a.m.-1:00p.m. ● 2nd Thursday of the month, 1:00-4:00p.m. The poll results indicated that advisory group meetings will be rescheduled to the 2nd Wednesday of the month, 9:00a.m.-12:00p.m. Erin Rothweiler will update the calendar invitations for the advisors after the meeting. </p> <p><u>Fall Retreat</u></p>

Shelaswau Crier wanted to bring to the attention of the advisory group of scheduling the date and topics for the fall retreat. The group was asked if an annual or biannual retreat is better for everyone's schedules. This will be discussed further at the March meeting.

Legislative Report Follow-Up

This report was submitted to the legislature earlier this month. Excerpts from the NPC evaluation were included.

 [AABSS 2022 Leg Rpt FINAL.pdf](#)

ODE Updates - 9:30 a.m.
Colt Gill

Director Gill spoke to the advisory group regarding the various objectives and metrics within the African American/Black Student Success Plan that apply to graduation outcomes and building early literacy skills with our Oregon students.

The current AABSS Plan includes 3 objectives and metrics that directly impact early literacy development and graduation outcomes:

1. Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
 - a. *Current data shows that the rates of growth have stayed very flat for this outcome for all students.*
2. Increase the rate of freshman on-track for African American/Black students by 5.2% each year
 - a. *Current data shows that there has been a decrease for this outcome for all students over the last 7 years. For African American/Black students shows a general increase over the last several years, but a drop in the 2020-21 school year.*
3. Increase graduation rates for African American/Black students in four-year cohort by 3.7% each year and five-year cohorts by 3.6% each year (state goal for four years is 90% and 93% for five years)
 - a. *Current data shows that there has been an increase for this outcome for all students over the last 7 years. The current percentages do not meet the target percentages, but there has still been an increase.*

Director Gill encouraged advisory group members to consider how these objectives and metrics can be communicated to districts and school boards.

Students in Oregon can earn four different diplomas:

1. Oregon Diploma (most typical diploma awarded to high school seniors)
2. Modified Diploma (includes the same overall number of credits required as the Oregon Diploma, but takes into consideration assessment modifications, etc. This was originally designed for students with disabilities, but it is open to all students)
3. Extended Diploma (students must be identified as having disabilities to be eligible for this diploma. It has fewer credits required)
4. Alternative Certificate (these do not count as diplomas)

The Oregon Legislature is currently asking ODE to look at the equitable implementation of graduation requirements for students across the state. The main piece that came from this was the suspension of the essential skills requirements.

SB744 maintains the rigorous high school credit requirements for graduation and directs ODE to review the existing state requirements for earning each of the diplomas

and alternative certificates as well as review the inequities and disparities that may exist in the requirements. This looks at graduation requirements as a systems issue rather than a student issue and to ensure that the system sets up all students for success on their path to graduation. A report to the legislature on this work will be produced by September 1, 2022.

Graduation Requirements Survey

<https://www.oregonskitchentable.org/page/high-school-graduation-requirements>

AABSS Advisory Group Question Document

[AABSS Advisory Group Questions](#)

OEDI Assistant Superintendent Welcome & Updates

-10:00 a.m.

Deborah Lange

Laura Lien

Introduction of OEDI Director:

Assistant Superintendent Lange introduced the advisory group to the new Director of OEDI, Dr. Laura Lien. Director Lien is coming back to ODE from the Oregon Housing Services. She is excited to re-enter into this work with the advisory group.

ESSER III Phase 1 Update:

Assistant Superintendent Lange shared that OEDI is preparing to onboard a new program, Initiative 10. She introduced Cynthia Stinson and Aurora Moore from the Office of Teaching, Learning, and Assessment, who are helping to coordinate this work across the agency.

These funds come from the third and final federal support package for schools during the pandemic. The investments of these funds were centered on ODE's equity plan. Three priorities that were identified from Oregon communities that influenced how the investments of these funds were made are:

1. Address unfinished learning as part of a responsive system, grounded in equity, meetings students where they are and accelerating their learning by building on strengths and addressing needs
2. Prioritize health, safety, wellness, and connection for all communities
3. Strengthen high-quality, culturally-sustaining and revitalizing instruction, leadership, and programming

10% of the ESSER III funds have been set aside for specific work. ODE assigned these funds to 12 different investments:

Unfinished Learning (total of \$56M)

1. Ambitious Teaching and Equitable Assessment (\$15M)
2. Building Career Connected Learning Systems to Accelerate Learning (\$12M)
3. Teacher Pathways for Bilingual Educators (4\$M)
4. State Leadership for Multilingual & Migrant Education (\$4M)
5. State Leadership for the Office of Indian Education & Nine Tribes-healing ceremonies (\$8M)
6. High Quality Instructional Materials (\$2M)
7. Kindergarten-5th Grade Literacy (\$4M)
8. Scalable Models of Mental Health (\$5.5M)

Summer Learning (total of \$11M)

9. Jump Start Kindergarten (\$11.2M)

After School Learning (total of \$11M)

	<p>10. After School Learning Driven by Culturally Specific Community Based Organization (\$9M)</p> <p>11. Culturally Specific and Culturally Responsive STEM Learning Opportunities (\$2.2M)</p> <p><i>Unallocated Funds (total of \$23M)</i></p> <p>12. Intensive Program Investments</p> <ul style="list-style-type: none"> a. ESD Regional Contract Program (\$8.5M) b. Early Intervention/Early Childhood Special Education (\$10.5M) c. Youth Corrections Education Programs (\$1.2M) d. Juvenile Detention Education Programs (\$1.15M) e. Long-Term Care and Treatment Education Programs (\$1.89M) f. Hospital Programs (\$0.27M) <p>ODE ESSER III Set Aside Investment Plan ODE ESSER III Set Aside Investment Plan</p> <p>ESSER III Slidedeck ESSER Brief Overview_2-23-22.pdf</p>
<p>Break - 10:30 a.m.</p>	
<p>AABSS Plan Update Strategy – 10:40 a.m. <i>Shelaswau Crier</i></p>	<p>The current version of the African American/Black Student Success Plan is from 2017. The advisory group has been asked to revise and update the plan to reflect current concerns and efforts made for students.</p> <p>The advisory group was asked first to consider the strategies that might be useful in revising and updating before the actual work begins. The group entered into several breakout rooms to begin discussions on how the revised plan should be structured and how the workgroups that will update the plan be structured.. Notes from those rooms were taken in a separate document.</p> <p>African American/Black Student Success Plan (2017 Version) aabsSuccessPlan (1).pdf</p> <p>AABSS Plan Updates Strategies Response Sheet AABSS Plan Update Strategies</p> <p>ORS 329.841 https://oregon.public.law/statutes/ors_329.841</p>
<p>AABSS Cohort 3 Grantee Update - 11:35 a.m. <i>Mark Jackson, REAP</i></p>	<p>Mark Jackson, from REAP, presented an update on the current cohort of grantees. Mark Jackson will be the grantee representative to the advisory group and will periodically provide updates to the group.</p> <p>Mark Jackson brought forward concerns from the grantees around the delays in signed agreements and executed contracts. This has caused delays in receiving the funds that have been allocated and this barrier has been difficult for grantees in providing services to students. Down the road these barriers may be interpreted as incompetence on the part of the grantees, and this is a concern for future funding decisions.</p>

	<p>The grantees have also been advocating to the legislature for the full funding of the AABSS grant. With the passing of the current biennium's budget, the money allocated to this work was significantly lower than the money requested.</p> <p>The overall concern of the grantees is that the voice of the community will be lost during these transitions within the legislature and ODE.</p>
Public Comment – 11:50 a.m.	<i>No public comments were received to be presented to the advisory group.</i>
Community Announcements & Updates - 11:55 a.m.	<p>Several advisory group members shared information about upcoming scholarship opportunities:</p> <ul style="list-style-type: none"> ● STEM based: https://www.ayefoundation.org/scholarships ● Educator based: 2022 ORABSE Scholarship Application https://www.orabse.org/scholarship ● Sorority based: https://www.zphibpdx.com/oregon-dove-scholarship.html ● Lane Regional Teacher Pathways Program: https://www.lesd.k12.or.us/pathways/ ● NAACP scholarship application will be released the week of 2/21/2022 (ORABSE.org@gmail.com)
Wrap-Up - 11:55 a.m.	<p>Requested Follow-Up Presentations:</p> <ul style="list-style-type: none"> ● Follow-Up on Questions from Director Gill's presentation ● Follow-Up on Questions from ESSER III presentation
Adjourn - 12:00 p.m.	The Advisory Group Chair adjourned the meeting at 12:00 p.m.

Next Meeting: March 16, 2022, 9:00 a.m. - 12:00 p.m.