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Meeting Scribe: Jenni Anderson

Item	Discussion
Gavel-in, Welcome, & Roll Call **9:00 a.m.** *AABSS Advisory Group Vice-Chair*	The Advisory Group Vice-chair began the meeting with a group welcome. Concluded with roll call and corresponding attendance by Vice-chair and Meeting Scribe. **Meeting Agenda** 4.17.2024_AABSS Advisory Public Agenda.pdf **Meeting Slidedeck** AABSS Advisory Group Meeting 4.17.2024 Slidedeck.pdf **March 20, 2024 Meeting Minutes** AABSS Advisory Group Meeting Minutes 3.20.24.pdf
Review and Approval of February Meeting Minutes **9:08** *AABSS Advisory Group Vice-Chair*	Reviewed the AABSS Advisory Group March 2024 Meeting Minutes and the group moved to approve.
OEDI Assistant Superintendent Welcome **9:12** *Deborah Lange, OEDI Assistant Superintendent*	Lots of gratitude to have Chair Harris back with the group and appreciation to Vice-chair Anderson for stepping up in her absence. There are now additional steps that have been put into each SSP as they are now required to align with each other. Marzano Research will present further in today's meeting. Following the voice of Dr. Williams, bringing the previously marginalized to the center of our work with ongoing internal efforts. ● This work is not a one and done, it is showing up in competencies, employee evaluations, SSP trainings, integration plans ● Ensuring our kids are seen and heard, great work going on right now ○ TSPC is implementing cultural responses and courses within the formal education and certification of educators within Oregon.

	○ ODE accountability group holding 40 members from across the state. 　■ Centering out SSP and building in accountability measures from the top down. ● These plans will be across all levels internally as well as externally for a holistic approach. ● ODE is hiring for Immigrant and Refugee SSP Q: What plans are being made to ensure the local communities we serve are being informed? ● We are continuing to circle back with communities utilizing in-person meetings as well as virtual spaces, starting a website as a central location for information sharing so communities have access to information. ● Govlist serves to distribute information as it becomes available. ● Overall goal is increasing our entry points for communities to not only listen but also have a voice through engagement and increased points. ● Marzano Research has also created an internal and external communication plan that will build on our existing systems and provide steps for coordinated approaches. ● Also a wonderful partnership opportunity has been presented to us through app creation and digital services. There will be a pilot survey to come soon. Targeted towards students 8th - 10th grade, populations with mental health and depressive thoughts. We're exploring all opportunities to get the information out to our communities and students.
Level 1 / Level 2 Improvements for Guidance **9:20** *Mariana Prashnik-Enriquez*	There are provisions for contracted services ● Goal to finalize this guidance before publishing our new RFA that should be released this spring, 2024. ● Topic of Level 1 discussion: 　○ Should grant funds be used to license / certify staff of CBOs? 　○ Stipends to cover educators engaging in professional development if it is outside of contractual hours and not covered by union agreements. Recently removed the ability to give monetary incentivizing attendance. Stipends now only allowed for educators engaging in programs outside normal work hours. 　　■ Anything covering paid student internships? 　　　● As of now, no, that is good feedback. 　　　● Reviewing new descriptions of stipends should be allowed. 　　■ What about contracted services for something such as marketing? 　　　● That is currently allowed, yes. 　　■ Some programs provide a 'living allowance' as they participate in work based education programs (Ex: Americorp), can we increase compensation of educators working towards their certification? 　　　● We are working towards helping grantees better identify a wide variety of sources that allow for various forms of expenditures allowing for things like student incentives and scholarships. 　○ Capping of direct administrative costs 　　■ These funds don't go towards direct student services 　　■ Will be capped at 10% for next grant cycle 　　　● Asking for feedback regarding the percentage cap 　　　　○ Q: What is the current cap rate? 　　　　　■ 15% for tribal / CBOs and 5% for state agencies 　　　　○ Some admin are very involved and do bill hours as administration based on program needs. Is there any way to view this on a more case by case basis and take into

account position descriptions?
- ○ As an Advisory Group, this is in alignment and there need to be more funds going towards direct student impact.
- ○ Guidance for purchasing technology as staff and student technology needs to have a shorter lifespan or require more expensive or targeted technology.
  - ■ Previously capped at $600 per item; however, that does not seem to fit most situations. How can we be intentional with this?
    - ● New grant guidance to last for four years, so how can we be mindful while allowing for program needs to be adequately met?
- ○ Advertisement opportunities for programs should grant funds to be used for marketing or outreach? If so, what are the limitations / restrictions?
- ● Level 2:
  - ○ Purchase of food using state funds is a little bit more flexible than federal grants. How can we allow for communal breaking of bread in a mindful way?
  - ○ Speaker fees and event costs:
    - ■ Per day / hours / event / percentage, etc…?
    - ■ Ex: Celebration events or fundraising events that aren't specifically connected to program or student activities.
  - ○ Guidance around promotional outreach items such as swag, should that be allowable, within what limits and to which measurable amounts?
    - ■ Ex: Handmade leather journals, sports paraphernalia for giveaways, potential gifts for events such as baby showers.
    - ■ We have a reasonable and allocable framework that all SSP programs use to best view all budget requests with uniformity as well as an individual needs-based approach.
    - ■ Q: How can we live within the broader logic while serving the community in order to provide necessary learning materials?
      - ● Instructional or learning materials do not fall under this 'swag' category. Materials that are professional or educational supplies would be outside of this marketing or outreach 'swag' category.
  - ○ Program transportation costs such as bus passes, uber rides, etc., should that be allowable, within which limits to which measurable amounts?
    - ■ In rural areas this is difficult when there are no public transportation passes available it moves towards gas cards. How can we be equitable in this area with intentional parameters?
  - ○ Guidance around allowability of funding athletic and recreational activities, should that be allowable, within which limits and to which measurable amounts?
- ● Are these areas of guidance within the grant application or will we be providing oversight or training on how to appropriately utilize these funds? How will it be reinforced and what can be done about it?
  - ○ A: The guidance will be made available prior to the application so they can formulate the proposed budget accordingly.
    - ■ Expenditures must be approved before they are reimbursed.
    - ■ All budget lines correspond to activities that are reviewed in great detail by ODE staff prior to approval
    - ■ The Advisory Group provides feedback and input as to how to structure these grant limitations and the ODE works to safeguard the program and oversee the allocation of funds to focus on education and measurable progress versus student entertainment.
      - ● It is important that everyone who is a part of the program understands where the various roles, responsibilities, and position

	parameters lie so that everyone is unified and moving in an ethical manner based on set expectations. ■ The intention of the grants is to improve student learning and to not place an unproportional amount of funds on student programs that are not focused on learning or directly reflect improved community statistics. ● Provided ability for Advisory Members to pass along specific written feedback to ODE staff
Marzano Research Presentation - REL NW Team **10:16** *Matthew Eide* *Stephanie Jackson*	REL (Regional Education Laboratory) NW is one of ten regional labs that operate on federal funds to use data and research to make educated decisions and support the state as they implement their priorities. ● Goal today is to provide an update centering on efforts to: ○ Increase ODE staff understanding of content and purpose of SSPs ○ Integrate goals, objectives, and strategies of SSPs into the work of ODE offices ○ Create a culture of ownership and support for SSPs at ODE ○ Build ODE capacity to monitor and evaluate implementation of the SSPs 2 Phases of Student Success Plan Support: ● REL NW (Phase I) ○ Project 1: Develop a logic model and "right-sized" indicators for CBOs and SSP grantees. ○ Project 2: Develop a survey to collect data on grantee indicators. ○ Project 3: Develop a SSP evaluation plan. ○ Group Feedback / Discussion: ■ Is Project I completed? ● Yes, it was completed last year & project II will be piloted this Spring. ● Phase II will wrap up this month and begin supporting EDI with the integration of this work into the SSP programs. ○ We have been providing ongoing training and support to staff as they begin crosswalking these plans to integrate the ownership of these programs. ■ This program is owned by the entire staff of ODE and everyone plays an integral role in supporting the progression of this work. ● Region 16 Comprehension center serves Oregon, Washington and Alaska (Phase II) ○ Create integration and communication plans. ○ Develop & deliver PD to increase understanding of the SSPs and the roles that each ODE office will play in supporting the plans. ○ Determine how to integrate grantee indicators into plans and develop an SSP "blueprint". Phase I Updates (REL NW): ● Phase I Updates: ○ Project 1: Develop logic model and "right-sized" indicators for CBOs and SSP grantees. ■ SSP Crosswalk ● Demonstrate intersectionality and areas of overlap between programs.

- - - ● Goal was not to evaluate programs.
    - ■ Logic Model
      - ● To clarify the roles and responsibilities of ODE, grantees, and CBOs.
      - ● Determined grantees & CBOs should be responsible for creating an environment that fosters the 6 pillars of the SSPs.
      - ● Group Feedback / Discussion:
        - ○ CBOs aren't getting the same levels of funding that larger organizations, so holding them to the same level of responsibility is not an accurate representation. The responsibility is shared.
        - ○ How can we track the relevant impact of these programs and the level of change they are influencing?
        - ○ We are working to eliminate conflicting variables and draw prospective interpretations to better tell the program stories of how these programs influence students.
        - ○ Early childhood data is not reliably available due to the age of students and their self reported student experience. We have built these programs and projects based on existing survey scales to ensure reliability.
          - ■ There will be a pilot seed survey to kinder students in order to trial how this data collection can be reliably administered.
        - ○ Will this survey cover AABSS students who are in areas of intersectionality such as those living with disabilities?
          - ■ We are asking this survey be administered to all program participants, so we will likely be reaching a wide variety of students. However disability questions or SOGI questions are not listed on this survey. We are working to give voice to students with disabilities so we can integrate this area to our survey data.
          - ■ This will be expanded for the next grant cycle to include all students the organization comes into contact with. We're working on how to expand this sample size for next year.
          - ■ We have identified 'match keys' where we can identify with great probability the SSID and incorporate additional relevant student information.
            - ● Advisory group expressed deep disappointment that the area of disability was not previously included.
            - ● This feedback is highly valued and will influence all future projects.
    - ■ Indicators
  - ○ Project 2: Develop a survey to collect data on grantee indicators.
    - ■ Prioritized Indicators
      - ● Student engagement
      - ● Sense of belonging
      - ● Student agency
      - ● Culturally responsive pedagogy

	■ SSP Survey Scales are scheduled to begin in 6 - 7 months.
	
	Phase II Project Phases & Objectives (Region 16 CC):
	● Phase II Updates:
	    ○ Phase IIa: Improve ODE understanding, awareness, and ownership of the SSPs.
	        ■ Objective 1: Develop a plan to increase understanding and ownership of the SSPs.
	        ■ Objective 2: Develop tools to integrate the SSPs into the work of each office and unit.
	        ■ Objective 3: Provide professional learning to increase understanding and ownership of the SSPs.
	    ○ Phase IIb: Improve ODE capacity to communicate the purpose and impact of the SSPs to internal and external partners.
	        ■ Objective 4: Solicit input and feedback from internal and external partners.
	        ■ Objective 5: Support development of a communications plan.
	● SSP Integration Plan:
	    ○ Development - Created with unit directors October-November 2023.
	    ○ Includes:
	    ○ Objectives:
	        ■ Increase internal understanding of the content and purpose of the SSPs.
	        ■ Increase internal understanding of the relationship between the SSPs and the work of each office/unit and the role each office/unit plays in supporting the plans.
	        ■ Make the SSPs part of ODE's DNA.
	    ○ Overview:
	        ■ SSP Professional Development.
	            ● Three fold approach:
	                ○ Asynchronous Module: Introduce history and background of the SSPs
	                ○ Session One:
	                    ■ Develop a common understanding of the SSP.
	                    ■ Identify opportunities to integrate the goals and objectives of each SSP into the daily operations of the individual teams and offices. Critical lift for each program.
	                ○ Session Two:
	                    ■ Create an individual or unit action plan for implementation.
	                    ■ Discuss next steps for follow-up.
	                    ■ This was not an end to the work, simply teaching new tools to use daily.
	        ■ Offices and Units use mapping and integration tools to conduct a deep dive into the SSPs, align their work to the SSPs, and develop concrete plans to increase integration.
	        ■ SSP Integration in Accountability Systems and Policy

Break **11:00 - 11:15**	

Breakout Rooms: Summer Learning Program Review
 	
11:30
	Self-selected groups (10 min)
	
	Purpose: Providing time to collaborate and review Summer Learning Information with the goal to find ways to continue summer programs.
	
	• Group 1: HB 4082 Summer Learning Grants Informational Webinar
	• Group 2: State Summer Learning Grants Website
	• Group 3: State Summer Learning Programs - Program Parameters
	• Group 4: Recorded Webinar: HB 4082 Summer Learning Grant Informational Webinar
	
	Group Feedback & Discussion:
	● Districts could potentially create a drop in space where existing resources can be utilized.
	● Website feedback: Can this page and its associated resources be translated to various languages? There are also listed training sessions that were very informative.
	● Key questions:
	   ○ How did grantees describe their method in providing equitable access, outreach and family engagement?
	   ○ How will ODE monitor academic outcomes of the Summer Learning Programs?
	   ○ How did grantees describe the restructured programming to improve quality of instruction to meet desired academic gains?
	   ○ How are qualified teachers being recruited and trained to provide this intentional curriculum?
	● Is there a possibility to offer a no-cost extension to grantees in order to mediate these budget restrictions?

Community Announcements & Updates	**May 15th AABSS Advisory Group Meeting Rescheduled**: ● Next AABSS Advisory Group Meeting: May 22nd 2024, 9:00 - 12:00 noon **Community Announcements:** ● 4/19 Deadline for UMOJA Black Achievement Scholarship Opportunity ○ Application Deadline: Friday, April 19th, 2024 (11:59 PM) ● 4/20 Black Student Success Summit (Middle and High School Students) ● 5/19 Black Baccalaureate
Adjourn **12:03**	

Next Meeting: May 22, 2024