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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 and took roll. The Vice-chair then welcomed everyone.
Review and Approval of February Meeting Minutes **9:08** *AABSS Advisory Group Vice-Chair*	April 2024 Meeting Minutes were reviewed, voted on and approved.
OEDI Assistant Superintendent Welcome **9:17** *Mariana Prashnik-Enriquez, OEDI Interim Director*	Welcome & gratitude for all members making the time to be present today. Together we are working to create a diverse and well rounded group to advocate for the students within our community. 2024 Student Success Plan Summit Planning: ● August 26th: Salem, OR - Public Service Building 　○ Space for all Advisory Group members from across all SSP programs to come together 　　■ Build community & cross-pollinate with all program advisory groups 　　■ Complete Workday Ethics Training ● August 27th: Salem, OR - Salem Convention Center 　○ Open to all SSP Advisory Groups, Grantees, CBOs, school / district partners, students & the general public 　○ Breakout sessions for shared learning 　○ Tentative timeline: 8:00am - 4:00pm 　○ Still searching for closing keynote speaker, ideas and feedback is welcome 　　■ Also if you would like to volunteer please let us know 　　■ SSP Summit Coordination Feedback Form to be sent out to Advisory

		Group members to gather feedback & gauge levels of participation

Immigrant Refugee Student Success Plan Draft Temporary Rules:
- 2023 Omnibus bill provided 2 FTE for education specialists and 1 FTE for PA3
- Early 2024 SB 1532 passed during short session, ODE awarded GIA (Grants and Aid)
- We are currently engaging advisory groups and in June, ODE will go before the RAC (Rules Adoption Committee) with draft temporary rules
    - We are currently creating a temporary plan in order to disperse allocated funds
    - Draft of Temporary Rules
    - Temporary Rules Feedback:
        - Step 1: Whole Group - Review timeline and anchor resources
        - Step 2: Breakout Rooms - In breakout rooms, discuss these questions:
            - What definitions are missing?
            - What lessons learned from the implementation of other SSP grant rules do we want to apply to this rule set and how?
            - Any other feedback?
                - It may be beneficial to focus on the existing groups and ensure that they are strong and unified prior to creating a new Advisory Group with another program.
                - Will there be hierarchies between all of the programs? If there is strife between the American born cultural communities, then that may likely be amplified with foreign born communities.
                - This may lead to 'watering down' of various groups as communities are continuously subdivided over time. We need to be very clear with the goals of our group and how we can maintain our purpose and funding.
                    - Q: Is there a new community that is being targeted with this new program? Where / how do the immigrant and refugee communities fall outside of the communities that we are already serving?
                    - A: There is a large amount of intersectionality between all of our program communities. This is recognized and we are working to ensure that all communities are served, in every capacity possible. These programs have been created through feedback from public voice, as well as legislative nomination.
                        - Q: Does that mean that if a community based organization holds programs or activities that serve multiple program communities, will they need to submit multiple applications?
                        - A: In order to maintain privacy protection and individual anonymity we would require different applications for different activities or projects. There is no cap on the amount of grants that an entity can procure from the state as long as the work is discrete.

	- Q: How are organizations screened or programs selected? Can we use our outside or prior knowledge in order to ensure that the most impactful programs are funded? - A: We cannot use outside information other than what is submitted within the organization's application. This is why it's so vital we ask the right questions, so we can ensure the right programs with the largest impact are being funded. ○ Will feedback, thoughts and ideas be utilized? How will they be translated to action? These are overall concerns to be monitored for accountability. ○ It was noticed that there was no focus on biliteracy within this program, which will likely be essential for immigrants and refugees. ■ Step 3: Whole Group - Come back together to discuss different perspectives and note recommendations - ODE present before the SBE (School Board of Education) in June for temporary rule adoption - ODE will convene a task force and gather community voice from across the state to develop the interim SSP - ODE intends to solicit awardees for aligned to interim SSP to expend allocated funds for the 24-25 school year ○ It is not possible for ODE to implement programs or projects that are only for one community while intentionally excluding others. Instead we specifically aim our programs and projects to meet the needs of these specific communities and tailor to the unique needs of these communities. 25-27 Biennium - Advisory group will be established, refining of interim plan, permanent rules adopted and establishing full grant program will occur
Break **10:30 - 10:35**	
SSP Grant Expenditure Guidance Revisions **10:30** *Miriam Neidhardt McPhee, OEDI Grant Manager*	SSP Grant Guidance Revisions - Level 1: ○ Guidance around licensure costs ○ Guidance for stipends ○ Guidance for capping direct administrative costs ○ Guidance for the purchase of Technology ○ Guidance not allowing on-off events All activities that we fund must be a part of a larger comprehensive plan to implement a suite of activities and services that are aligned with the statutory objectives of the SSP, and reflective of the strategies identified within the SSP. ○ Advertisement for grantee organization - Level 2: ○ Guidance for the purchase of food and refreshments

	○ Guidance around speaker fees We have discussed $2,000 per 8 hours of service and we can keep noodling to identify the most appropriate amount. Any additional funds for speaker fees would have to be provided through another funding stream.
	○ Guidance around event costs
	○ Guidance around the purchase of promotional outreach materials (i.e. swag)
	○ Guidance for purchases to overcome transportation barriers (i.e. bus pass, uber rides, gas cards, etc.)
	○ Guidance around allowability of funding athletic and recreational activities
	● Framework Perspective Gathering:
	  ○ Step 1: Whole Group - Review draft revisions to SSP Grant Guidance
	  ○ Step 2: Breakout Rooms - In breakout rooms, discuss the draft guidance, with particular focus on the Level 1 & Level 2 revisions
	    ■ What did we get right?
	    ■ What is missing and / or needs to be revised?
	    ■ Anything else?
	  ○ Step 3: Whole Group - Come back together to discuss different perspectives and note recommendations

Break **10:56 - 11:01**	

AABSS Data Presentation on Plan Objectives and Metrics
 	
11:01
 	
Stephanie ChenWu Gluck,
RADAR Research Analyst
	Moving towards a more inclusive and representative definition for race and ethnicity:
	● AA/B Only: Student who just identify as African American/Black with no other identified race/ethnicity (federal definition)
	● AA/B Plus: Students who identify as AA/B in combination with other race or ethnicity
	● Non AA/B: Students who do not identify as AA/B or AA/B in combination with any other race or ethnicity
	
	Outline of Metrics Covered:
	● Educators
	  ○ Increase the number of Oregon school districts that recruit, hire and retain AA/B educators at a rate comparable to that of Oregon's African American/Black student population.
	  ○ Baseline: 90.8% White Educators; 0.6% in 2015-16 school year
	  ○ Educators refers to anyone who is employed by the state, librarians, medical staff, counselors, support staff, etc.
	    ■ Feedback: If our goal is to increase the number of AA/B or AA/B Plus educators within the state we may need to be specific as to the types / classification of position we are aiming to increase.
	● Literacy and Numeracy
	  ○ Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.
	  ○ Baseline: 32.9% for ELA and 18.8% for Math
	  ○ Metric: Percentage of students in grades 3-8, and 11 achieving Level 3 or 4 (proficiency) in statewide achievement
	
	  ○ No assessment 2019-20 (Covid-19)
	  ○ Limited assessment 2020-21 (not comparable)
	● Attendance
	  ○ Increase attendance and reduce absenteeism rates for African American/Black

- students by 7% per year.
  - Baseline: Absenteeism Rate is 21.8% (78.2% regular attender)
  - Metric: Percent of students absent for more than 10% of their enrolled days.
- Discipline
  - Reduce the number of discipline incidents for African American/Black students by 5% each year.
  - Baseline: 10.1%
  - Metric: Percent of students with one or more discipline incidents leading to suspension or expulsion during the 2015-16 school year
  - Across grade bands we see that the Middle School Band experiences the highest number of disciplinary actions across all demographics.
  - Intersection Data - Student Discipline by IEP 2022-23
    - AA/B and AA/B Plus students are still receiving more disciplinary actions than other demographics, with those receiving IEP Services leading above All Students and No IEP Students
- 9th Grade on Track
  - Increase the rate of freshman on-track for African American/Black students by 5.2% each year.
  - Baseline: 78.6% Metric: Percent of students who had earned 25% of the credits needed to graduate by the end of their first year of high school.
  - Metric: Percent of students who had earned 25% of the credits needed to graduate by the end of their first year of high school
- Graduation
  - 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. (The state goal for four year is 90% and 93% for five year)
  - Baseline: 4-year Cohort Graduation Rate in 2015-16: 66.15%
  - 5-year Cohort Graduation Rate in 2015-16: 69.88%
  - Overall this data has remained fairly steady, even following Covid19
    - This data includes all types of graduates: regular diploma, modified diploma and postgraduate scholars
      - This data can be broken down to better view the graduation rates per graduation type
- AABSS Student Success Plan

Looking Ahead: Beyond Standard Measure of Student Outcomes
- Student Educational Equity Development Survey (SEED) Survey
  - Gathers educational perception and experience from students such as:
  - Sense of Belonging
  - Academic Engagement
  - Extracurricular Participation and Barriers
- Early Learning Transition Check-In: Family Conversation
  - A collaborative engagement with families to re-examine transition to kindergarten from a whole-child approach
  - Encourage conversations and relationship building between educators and families

| Rescheduling June 19th Meeting

11:45

Mariana Prashnik-Enriquez, OEDI Interim Director	Poll for member availability: 1. 6/18 (Tuesday) 9:00 am - 12:00 pm 2. 6/26 (Wednesday) 9:00 am - 12:00 pm 3. 6/27 (Thursday) 9:00 am - 12:00 pm

Community Announcements & Updates	Portfolio Project: United Negro College Fund (UNCF)
	● FREE 14-week program helping students with the college and scholarship application process.
	    ○ HS Juniors who complete the program are eligible for a fully funded HBCU college tour to Atlanta, GA!
	    ○ HS Seniors who complete the program are eligible for our Portfolio Project Scholarship which is renewable each year!
	    ○ Registration link: https://form.smartsuite.com/s7thxlj5/PQ4WmsUhFT

Adjourn - 11:58	

Next Meeting: TBD