



CHAIR

	Governor Tina Kotek
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CO-CHAIRS

x	Cynthia Richardson
	Mark Jackson

MEMBERS

x	Jenn Simonson			
x	Sonya Moody-Jurado			
x	George Mendoza			
x	Kali Thorne Ladd			

OTHER ATTENDEES

	Andre Bealer	x	Pooja Bhatt	x	Tenneal Wetherell
x	Javier Cervantes	x	Melissa Goff, TSPC	x	Carmen Urbina, ODE
x	Susana Sandoval	x	Dr. Misael Flores Gutierrez	x	Alyssa Chatterjee
x	Rachael Moser	x	Dr. Raeshelle Meyer	x	Ben Cannon
x	Cord Bueker, YDO	x	Michael Elliott		
x	Dr. Charlene Williams	x	Dr. Raeshelle Meyer		

Topic/Lead	Notes/Main Points	Decisions/Action Items
Welcome and Introductions	Welcome	
Charter change request	Monthly or every other month: The current charter specifies monthly meetings, with each meeting lasting 1 hour. We propose changing this to meet for 1 hour every other month, as agreed upon by the co-chairs. The frequency during long sessions is open for discussion. Comments: <ul style="list-style-type: none">○ The charter development involved	*Every other month meetings passed with no objections.

	<p>significant effort.</p> <ul style="list-style-type: none"> ○ Governor's guidance recommends meetings every other month, regardless of session length. ○ during long sessions, monthly meetings are preferred, but when there's less to accomplish every other month meetings make sense. ○ If any unexpected events occur, communication will be provided. ○ Additional meetings can be scheduled if necessary. 	
<p>Student conversation update</p> <p>Dr. Raeshelle Meyer and Dr. Misael Flores Gutierrez</p>	<p>Purpose:</p> <ul style="list-style-type: none"> ○ Provide students with a platform to share their lived experiences. ○ Engage with students from diverse backgrounds and regions. <p>Understanding Oregon's Districts:</p> <ul style="list-style-type: none"> ○ Approximately 66% of districts have an Average Membership Weighted (ADMw) of 2000 or less. <p>Engagement with Students:</p> <ul style="list-style-type: none"> ○ Met with over 120 students across the state for 45 minutes to an hour. ○ Gathered data through questions about what's going well, what's not going well, descriptions of successful schools, and ideas for improving schools. <p>Key Focus Areas:</p> <ul style="list-style-type: none"> ○ Strengthening student-teacher relationships (understanding students' backgrounds and home environments). ○ Promoting active engagement in the curriculum. ○ Addressing mental health for both youth and adults. <p>Youth Participation:</p> <ul style="list-style-type: none"> ○ Invited some youth to participate in accountability advisory meetings in May and June. Some students also joined Dr. Williams at the Portland City Club event. <p>Senate Bill 1552: Oregon Youth Advisory:</p>	

- Passed in 2024.
- Requires the creation of the creation of a workgroup with students. Three groups to advise: the Oregon Health Authority (OHA), Oregon Department of Education (ODE), and the Youth Development Division (YDD).

Question: How are students going to be selected?

Answer: This is the first group that will be part of the charge, still forming the workgroup and establishing criteria.

Question: Will youth apply? Students will be hesitant to apply, how will they be encouraged.

Answer: It hasn't been formally decided yet. We're at the very beginning of the process, and we're in the process of hiring someone to run the program.

Comment: Collaborating with liaisons who serve as student whisperers. We need to create a plan specifically for engaging reluctant students.

Comment: Let's ensure that rural students are also included in our approach.

Question: How can we develop a strategy or plan that aligns with getting early learner voices?

Answer: We need to consider how to involve younger voices intentionally, there are existing models.

Comment:

- The section on what students didn't like about school covers various aspects, including culture, welcoming environment, and attendance.
- I'm particularly interested in what comes next—strategies or support for teachers

	<p>who may not feel adequately supported.</p> <ul style="list-style-type: none"> ○ Let's find ways to boost teacher enthusiasm and engage both students and parents. ○ The upcoming steps are intriguing. 	
Membership update Javier Cervantes	<p>Returning/New Members:</p> <ul style="list-style-type: none"> ○ Eight returning members. ○ Overrepresentation in the Portland/Metro Area. ○ All applicants are from higher learning institutions, which currently lacks representation. <p>Process for New Members:</p> <ul style="list-style-type: none"> ○ Working on getting new members approved by the Governor. ○ Upcoming orientation where documentation related to the charter will be provided, and minutes will be shared. <p>Recruitment Opportunities:</p> <ul style="list-style-type: none"> ○ Ongoing recruitment for the future. ○ Revisit new applicants in the fall. ○ Prioritize recruiting from rural areas or the I5 corridor. ○ Representation from community colleges is needed. 	
Summer learning	<p>Funding Formula:</p> <ul style="list-style-type: none"> ▪ Prioritization for all school districts and charter schools. ▪ Calculated grant amounts and allocated funding. ▪ Combined percentage of Focal student groups for each district and charter schools, sorted from highest to lowest priority. ▪ Focal student groups listed in ORS 327.180. ▪ Parameters closely related to the Summer Success Act. <p>Grant Amounts:</p> <p>Partners recommended a minimum grant of</p>	

\$20,000 and a maximum of \$1.5 million.

Allocation Process:

- Started with fully funding highest-priority districts.
- Worked down the list until all funds were allocated.
- All districts had the opportunity to apply; unclaimed funds rolled to the next district.

Impact:

Approximately 51,000 students served through awarded grants.

Declining Grants:

Decision based on timing—launching in February/March after legislative approval for a successful summer program.

Question: The map shows that those who didn't access the program were clustered in the same region. This means that a large territory within the state had limited access. Lincoln County, with the largest population of homeless youth, also faced barriers. Is there a plan for future technical assistance and support? Capacity should not be a barrier.

Answer:

- We did provide office hours, support, and a variety of presentations.
- Challenges arose mainly during the program launch and the start of summer learning.
- Our work group is actively addressing this issue and taking professional development seriously.
- We're committed to finding the best resources for the future.

Question: From a state perspective, how can we ensure more school districts are involved and collaborate to improve access?

Answer:

- Sustainability is a major concern. Late

	<p>rollouts make scaling up difficult.</p> <ul style="list-style-type: none"> ▪ Planning a robust engagement program becomes challenging without certainty about annual funding availability. ▪ Comment: those students also need these opportunities, the ones who did not <p>Comment: When we talk about equity, it's crucial to consider access and opportunity for everyone across the entire state of Oregon. As a state, we need to align our actions with this principle, ensuring that all regions benefit equally. Communication and engagement are essential to help individuals understand and move forward constructively. While we appreciate existing opportunities, our goal should always be to create more equitable access.</p> <p>Comment: Recognizing that some school districts have more resources than others, let's transform this into a summer education training initiative. We can simplify the process—bring your application, and we'll guide you through it. If there are additional steps we can take, let's collaborate to extend these opportunities to all school districts.</p>	
<p>Adjourn</p> <p>Next Meeting August 26, 1:00 PM</p>	<p>Meeting Conclusion:</p> <ul style="list-style-type: none"> • Exit Ticket (in chat) Please list topics that you want us to address next meeting. • The meeting was adjourned at 2:01pm. 	

<p>Materials</p>	<ul style="list-style-type: none"> • Youth Engagement/Feedback slide deck • Summer Program slide deck 	
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