

African American Black Student Success Plan
Advisory Group Meeting Minutes
December 1, 2017 | 9:00 a.m. – 2:00 p.m. | Oregon Department of Education

Meeting Scribe: Cynthia Garton

PARTICIPANTS

- | | | |
|---|--|---|
| <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Ben Cannon <input checked="" type="checkbox"/> Bobby Bridges <input checked="" type="checkbox"/> Cynthia Richardson <input checked="" type="checkbox"/> Earlean Wilson-Huey <input checked="" type="checkbox"/> George Russell <input checked="" type="checkbox"/> Joyce Harris, Co-Chair <input checked="" type="checkbox"/> Kali Ladd (phone) <input checked="" type="checkbox"/> Laurie Wimmer <input checked="" type="checkbox"/> Lillian Green <input checked="" type="checkbox"/> Mark Jackson <input checked="" type="checkbox"/> Dr. Markisha Smith | <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Michael Lopes Serrao for Dr. Karen Fischer-Gray <input checked="" type="checkbox"/> Nkenge Harmon Johnson <input checked="" type="checkbox"/> Dr. Paul Coakley <input checked="" type="checkbox"/> Shelaswau Crier <input checked="" type="checkbox"/> Tony Hopson Sr. <input checked="" type="checkbox"/> Dr. Yvette Alex Assensoh <p>Members not present</p> <ul style="list-style-type: none"> <input type="checkbox"/> Abdi Jamac <input type="checkbox"/> Abdikadir Bashir | <ul style="list-style-type: none"> <input type="checkbox"/> Charles McGee, Co-Chair <input type="checkbox"/> Frank Hanna Williams <input type="checkbox"/> Joe McFerrin <input type="checkbox"/> Dr. Karen Fischer-Gray <input type="checkbox"/> Kendra Hughes <input type="checkbox"/> Marjorie Trueblood-Gamble <input type="checkbox"/> Dr. Reginald Nichols <input type="checkbox"/> Renee Anderson <input type="checkbox"/> Ron Herndon |
|---|--|---|

Item	Discussion	Action
<p>Welcome Co-Chair Joyce Harris Co-Chair Charles McGee</p> <p>New Business</p> <p>Review and approve 9/8 Meeting Minutes Department updates School/Community updates Advisory Group Meetings</p>	<p>Joyce Harris called the meeting to order. She introduced herself as co-chair and noted there are a lot of welcomes today. Before that, she did roll call; Michael Lopes Serrao is attending for Dr. Karen Fischer-Gray. Dr. Markisha Smith noted the phone lines are down and that Kali Ladd was going to call in. Dr. Darryl Tukufu said that Colt Gill will join in the afternoon.</p> <p>George Russell he wanted to recognize Dr. Karen Fischer Gray as the Oregon Superintendent of the Year. Asks that Michael Lopes Serrao pass along the congratulations to her.</p> <p>The Group reviewed minutes from the September meeting. Joyce Harris had a couple of questions on the minutes, so she would like to not approve them at this time. She will work with Markisha Smith and Cynthia Garton to make some corrections. Email comments or changes to Markisha Smith.</p>	<p>Will have revised minutes at next meeting; will let people know what was changed. Send comments to Markisha Smith.</p>
<p>Department Updates</p> <p>RFA Process-DOJ review, timeline for reviewing Grant Evaluation – past evaluation Vacant Position African American/Black Student Success Plan OAR's Research Associates Civil Rights Update Report Card Redesign</p>	<p><u>RFA Process:</u></p> <p>Markisha Smith said that the RFA process for any grant that goes out, now needs to have DOJ review, which pushes the time line for posting to public. This pushed back our posting back a couple weeks. The review did come up with a few technical changes, which made sense and were made. There are seven applications; we are in the process of getting them ready for review. This DOJ review is for all agencies, not just ODE. Any contract over \$150,000, whether new or renewed, goes to DOJ for review; they look at for legal sufficiency.</p>	

Item	Discussion	Action
Advisory Group Charter	<p>Tony Hopson Sr. said it there needs to be a better process for renewed grants, so the funding is not interrupted. For current grantees, there was an expectation that services would continue. There has to be a better process for existing grantees so resources continue in timely manner.</p> <p>Joyce Harris would like to hear from the DOJ and invite them to a meeting to explain the process. We need to explain the process that we go through to people in the community. Markisha Smith said there needs to be legal approval for grants/funds, and grant agreements have to have a certain format.</p> <p>Victor Cato ran though the updated timeline. Proposed rulemaking out on Oct. 26, delay because wanted to updated the OARs to make sure administrating the grant program in an equitable fashion. We have not started the final scoring, because need OAR's final adoption. Anticipate scoring through Dec. 15; funding application process and recommendation is Dec. 18-22, preliminary award notification will go out Dec. 27, appeal process is Dec. 28-Jan.5. Jan. 12 is finalized award notification to grantees. Full timeline available as PDF on the ODE website.</p> <p>Tony Hopson Sr. would like to have dialogue, since they have been providing services since July 1 but have not received any funding.</p> <p>Markisha Smith said that dealing with DOJ superseded other components of this. Went through process of getting grant evaluator and RMC has won the bid for the Grant Evaluation. Figuring out the evaluation with additional grantees is the next conversation. Anticipates next month there will be time to sit down and see what the means.</p> <p>Joyce Harris hopes this gets moving. Knows that that the evaluation and the work people do are connected. For the current grantees, she would like some kind of reporting on changes they are making to the work they are doing. Markisha Smith added they did have to update what they will be doing for next couple of years, in the grant agreement. Joyce Harris would like to see that. Wants to know that the work they are doing is building on the successful work they have done, or if there are things they have added. We should know what they are doing, so we can respond to questions when in community.</p> <p><u>Grant Evaluation:</u></p> <p>Markisha Smith printed out a portion of the RMC Research Evaluation report, and shared with the Group. Each grantee, describes focus and objectives, and challenges, which are</p>	<p>Will ask about having a representative come to explain.</p> <p>Timeline: http://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Documents/aabsProcessTimelineHB2016.pdf</p> <p>Joyce Harris wants to see the updated grant agreement for current grantees.</p> <p>Link to Evaluation Report:</p>

Item	Discussion	Action
	<p>lessons learned for new agreement. Full report has more information and it is on the ODE website. Could have the current grantees come back to share what they are looking at for the next couple of years, and their work. Joyce Harris encourages everyone to take a look at the report.</p> <p>George Russell said the report noted several places, as well as Group conversations, on resistance to special programs for Black kids, “why not all kids?” Would be interested in the future, to hear how that is progressing in terms of moving staff who don’t see the need for program focus.</p> <p>Tony Hopson Sr. said he’s had a lot of conversations on this, and one thing he goes to is, “why aren’t you asking Latino Network why they are not serving more than Latino students?” Just seems we get that question a lot, like we cannot focus on ourselves. So we push back on it. Not that we would keep anyone out, but he is a specialist on Black kids.</p> <p>Cynthia Richardson said that in Salem-Keizer SD, they are under the same scrutiny, about focusing on African American students. They shared data, showing that if focus on the lowest performing students, it helps lift all students. They are being clear they will focus on African Americans.</p> <p>Winston Cornwall pointed out that for Civil Rights, same treatment is not equal treatment. Students need to receive services they need to give them the maximum opportunity to reach the desired outcome. Different students need different services.</p> <p>Dr. Paul Coakley said it’s up to us as leaders to push back on those educators’ belief systems. It’s down to whether or not you can believe our students can achieve.</p> <p><u>Vacant position:</u></p> <p>Victor Cato had replaced Kendra Hughes at ODE, about a month prior. He has recently accepted a position at City of Portland’s Bureau of Environmental Services as Equity and Inclusion Manager. They are interested in education partnerships, so it’s not a farewell, but will be working with Group in a different capacity. Official last day is Dec. 22. He’s started with the City, working some at ODE and some there.</p> <p><u>Research Associates:</u></p> <p>Victor Cato and Dr. Darryl Tukufu met with Lucy Baker with Oregon Advocacy Commissions, trying to develop partnership with her office and Willamette University, to get some research associates. Law students wanting to dive</p>	<p>https://rmcresearchcorporation.com/portland/wp-content/uploads/sites/8/2017/11/African-American-Black-Student-Success-Plan-Evaluation.pdf</p>

Item	Discussion	Action
	<p>into issues we've been working on. The intent is to get a critical friend, someone who is not close to the data, but can look at it for us, and can walk the walk with us and try to figure systemic issues and how to improve them. Have an intern hopefully in January. If you have ideas that you want explored, send info to Dr. Smith or Dr. Tukufu, as they are developing the position description. These are third year law students.</p> <p>What are you imaging for mutually beneficial outcomes of the partnership? First project is disproportionate discipline, looking at data and stats from other states. Will also look at recommendations from this Group for policy recommendations.</p> <p>Lillian Green suggested ensuring the theoretically perspectives, and the lenses they look at and conduct the work, is through critical theory.</p> <p>How many Black law students are at Willamette? Maybe 2-5, up to 7. Nkenge Harmon Johnson does not want our association with Willamette to be used as window dressing for their diversity efforts. Victor Cato said this is spearheaded by the Governor's Advocacy Commissions Office. Partnership is Willamette and the Commission.</p> <p><u>Civil Rights Update:</u></p> <p>Winston Cornwall thanked the Group for having him. In the handout he provided, the first four pages have three sets of civil rights laws: Federal Government Law for Title XI, Oregon's Equal Opportunity Law (Civil Rights and Nondiscrimination Law), and Oregon's Harassment, Intimidation, Bullying and Cyberbullying Law.</p> <p>One aspect of Civil Rights is complaint process and individuals bringing their concerns to us. There are many ways to bring complaints to districts, state or federal government. Some concern there are too many ways and that it's too confusing for individuals to express concerns.</p> <p>One challenge in Oregon is with terminology. Some African American students will report being bullied based on race, and subsequently responded to with Oregon's cyberbullying and harassment policy. It's expedient, but does not address the breadth and depth of racial discrimination, which should be addressed by discrimination policy by federal or state level.</p> <p>Litigation is one of the areas where if you look at African American students and individuals in race, color or national original category. In Oregon, civil rights litigation is around</p>	<p>Send ideas or questions to Dr. Tukufu or Dr. Smith.</p>

Item	Discussion	Action
	<p>students with disabilities; where greatest advocacy is. ACLU Oregon has litigated amongst national origin students, so they would be more likely to litigate for African American students covered under national origin. They have litigated a lot for Latino students as national origin students, and for women and sex harassment, and some litigation regarding sexual orientation and gender based harassment.</p> <p>One concern/challenge is making sure that individuals who experience concerns can express themselves and have appropriate options.</p> <p>Federal government is the leader in addressing Civil Rights. There is a rising trend of complaints: in 2000-2001, there were 18 complaints to federal government; in second year of Obama's administration, in Oregon, there were 138 complaints. There is absence of trust in certain systems and belief in follow through by school officials.</p> <p>How are you defining unfounded? Unfounded means no discrimination was found upon investigation. So there were more cases unfounded claims under Obama than Bush? If you look at who is filing the complaints, in Bush administration, 25% were race, color, national origin. Under Obama administration, those who took advantage of civil rights supports were persons with disabilities. Our group is not using the process to seek results.</p> <p>Are we required to go through this process before have the right to hire a lawyer and sue the district? No. Shelaswau Crier noted this [process] is cheaper.</p> <p>What the Obama Administration did around race and color and disproportionality, was collect own data over time, from everyone, annually. Waited until had four years of data to pursue disproportionality. They also sued districts that had chronic disproportionality. For Trump Administration, the data is there to asses, but they have not chosen to pursue it. They also changed burden of proof in complaints; now is on the individual, no longer on the institution. Makes it harder to litigate.</p> <p>In Oregon, if individuals pursue complaints with local school district before coming to state, they have to pursue for a total of 90 days or exhaust the district process. Opportunity we have in state of Oregon is to seek resolution before that, especially if can show evidence that there is wrong doing. Number of districts have adopted that.</p> <p>During 90-day period, how is the parent and child being supported? Mark Jackson is dealing with parent who is not allowed on school property, but trying to advocate for child.</p>	

Item	Discussion	Action
	<p>Winston Cornwall said the parent does have him as a resource for support. What options do you recommend for parents that are banned from school property? Trespass orders have relationship to county law, and some of that takes away the rights of parents at federal law, especially if it's Title XI, and if student has intersectionality or is person with disability. Those are places the federal government has been strong about saying the district has exceeded authority; where have that finding, the order is rescinded.</p> <p>Given the climate we are in, is that still going to happen? Right now, our regional office in Seattle is taking those complaints and have not seen changes in the way students with disabilities are addressed, or race color or national origin have been addressed. Changes seen have been around sexual orientation and sex/gender. Changes may come, but they have not made them, so regional office is proceeding with those complaints. If it's a district that ODE can negotiate an agreement with and change the process, we will. If can get them to negotiate an agreement, can get the parent back in play, and start a process for working on a solution for the child. Districts adamant about using administrative process, you have to go to the Federal Office for Civil Rights or the ACLU, who threatens to file to make the change.</p> <p>If there is a change made on federal level that does not correspond with state's version of protection, how is that balanced in this work? Or is it a separate process for filing a claim based on Oregon's rules? Our Governor has been specific about upholding Oregon's Equal Opportunity tenants. When current federal administration shifted the burden of proof for sexual assault cases, our Governor said she will not follow that and will maintain the standard set in previous administration; she believes that standard is consistent with state law.</p> <p>Is it always an individual complaint, as opposed to class action, where there is group of folks? That is one of the big changes Trump Administration has made; they said no more class complaints. Class complaints probably have to go to court. They have a potential to be very successful in Oregon given the 9th Circuit attitude and the Federal Court attitude in Portland.</p> <p>Strategies for this year: one is going to any district at any time, upon request, to provide training or technical assistance; have visited close to 100 districts and education service districts, so now in position that need to expand to community organizations.</p>	

Item	Discussion	Action
	<p>Winston Cornwall noted a need to talk about amending some OAR's; the rule process around hearings and appeals is being revised. He hopes the Group reviews and expresses opinions on that. There was a request to have the OAR's sent out when it is available for public comment.</p> <p>Ben Cannon added that Civil Rights protections available to K-12 students are available for students in higher education. Both Office of Civil Rights at federal level and the state, through HECC, have responsibility for securing those rights. Staff works with Winston Cornwall and ODE, receives complaints, and act accordingly. If you are working with students or families experiencing issues in higher education, there are state avenues to address that, as well as federal ones.</p> <p>Joyce Harris thanked Winston Cornwall. He thanked the Group and stated he hopes they will call him.</p> <p><u>Report Card Redesign:</u></p> <p>Jon Wiens from Accountability and Reporting came to give information on report card data relative to African American/Black students, as well as the redesign. He thanked the Group for giving him the opportunity to talk.</p> <p>He started with the report card redesign. Hoping to make it more meaningful for parents. Last redesign was five years ago, and was still data dense. Based on feedback, we feel like the density of data makes it more difficult for the typical parent to engage with. Imperative to make it something parents want to read, can understand, and be something that might help them better engage with schools. Looking for better readability and better engagement with communities and schools.</p> <p>Trying to focus our efforts on parents of typically underserved communities. With data heavy report cards designed by data literate people, the heavy amount of data is a barrier to parents. The plan is to take the current report card and trim down to two pages. Present data in more graphical format and limit to smaller set of data elements that are most crucial and critical; what they want to know and should know.</p> <p>He showed the current report card as an example of how data heavy and dense it is. It has good data and the idea is to still publish, but want to come up with something that is more likely for a parent to read. He then showed examples from other states to give an idea of what is possible for design; fast facts, graphics.</p>	<p>We can send the OAR's when it's available.</p>

Item	Discussion	Action
	<p>September to October, they held a statewide survey and parent focus groups. Held 14 parent focus groups around the state, and NAACP-Salem and Black Parent Initiative Group. Asked questions about what would make the design meaningful. November, analyzed the results to see what came to the forefront among the groups. Talked to parents of migrant students, Special Education students, Hispanic, African American, tribal members; will have a full list at the State Board. Wanted to get a list of groups not represented in the past.</p> <p>Next week will present a more refined version to the State Board, will talk about what they heard. Hopefully in January will present again with designs that have been vetted, then will start to build.</p> <p>Will the new Report Card address 5-year graduation rate with alternative schools? We have the ability to customize reports based on schools we have. One thing we could do for alternative schools, is show the 5-year completer rate.</p> <p>Are we going to be able to distinguish between high schools with newcomer programs vs. other high schools? One issue we have at the state is we don't have a good record of those schools. So distinguishing those could be difficult. We're still in process of making recommendation on what to include in the report.</p> <p>Is there a way to make sure equity is featured into these themes? Equity has to be in the forefront and the State Board will hold us accountable. Trying to approach this with the equity perspective in the forefront.</p> <p>The survey was broadcast to all the state. It's a non-representative sample; 70 percent were highly educated white women – that's teachers. Tried to tease out the educator and parent responses and tried to tease out the parent perspectives of different groups as well.</p> <p>Were you able to disaggregate the parent group meetings? We were not able to collect that information, because when parents signed in, they were told they would be anonymous. Targeted key stakeholder groups, because we knew the survey would not capture a representative sample. Hope was to focus on groups and tease out information. When looked at the data, coded for the themes and then pulled out the themes that were most salient. The focus group themes paralleled the themes in the analysis between white and none-white responses.</p> <p>Once you begin to reformat the Report Card, will you go back to the groups to show where you are at? Yes, and</p>	<p>Full group list to be given to State Board.</p>

Item	Discussion	Action
	<p>hopefully will engage with more groups as we start the design. Joyce Harris would like them to come back to share where they are at and get feedback from the Group, as we have interactions with parents and can give recommendations that have value to work his work.</p> <p>There are separate transcripts of each focus group. Could look at the distinctions between the different groups. This is a matter of us having enough time.</p> <p>Survey under the Equity Lens; Kia Sorensen distinguished between parents vs. non parents and whites vs. non-whites to see which patterns were different in their responses. Non-white parents were more likely to want a lot of what the focus groups wanted. More supportive of: background similarity between teachers and students; statements on school diversity; reporting on achievement gaps – been a question on use of disaggregated data, because have to be thoughtful on two-pager where put disaggregated data. Heard a report from a state where their focus group did not want to see this data, because they thought it was a shaming exercise. Hearing that, he decided to watch our focus groups to see how they felt about that data. In the survey, there was more support for disaggregated data among non-white parents.</p> <p>Tony Hopson Sr. was co-chair of the previous group that put the current Report Card together, and he said it was not about shaming, but about accountability for the schools themselves, and having information to know how they well they are doing.</p> <p>The data on current Report Card will be available, but on a separate report. Lillian Green suggested we need to note where make movements, and where we did not make movement or meet goals.</p> <p>What guided the decision to make them separately available instead of having one document with detailed data and summary? Historically, had two separate reports, one as overview and a detailed one for districts. This is an important design consideration.</p> <p>Tony Hopson Sr. said that staff won't make something that everyone will like. Folks will always want to change it up. Every time it's tweaked, might get better or not, depends on who is looking at it.</p> <p>Jon Wiens shared some data: significant gaps for ELA and Math across grades, growth lags for ELA and Math, graduation gap (half of what it was 7-8 years ago), and 2:1 disparity with discipline - all grades. Middle school is the</p>	<p>Invite Jon back to show where his team is at, and get feedback.</p> <p>Would be good to know why the graduation rate is improving faster than other student groups. Also look at</p>

Item	Discussion	Action
	<p>crucial time for this; it's where we see greatest discipline incidents and disproportionality.</p> <p>Is there a way to look at the special education population to see how many African American students are identified? Yes, Jon Wiens was in meeting earlier in week, looking at disproportionality with identification, working on definition on when to work with schools.</p> <p>Joyce Harris thanked Jon Wiens for coming; wants to have him come back. Will ask Markisha Smith to make the handouts into slides.</p>	<p>increases regionally.</p> <p>Statewide Report Card can be sent to the Group. Markisha Smith to put handouts into slides.</p>
Lunch	The Group had a networking lunch.	None.
<p>School and Community Updates Advisory Group Members</p>	<p>Joyce Harris opened the floor to people who want to give updates on school and community.</p> <p>Cynthia Richardson started by talking about the first parent/student community outreach gathering held by Salem Keizer SD, on Oct. 12. Focus on African American students, and their academic achievement and disproportionate discipline. Over 300 people came, with eight different sessions to choose from. When people expressed concerns about why only African American students, she shared the data for why and asked them to come to the gathering. Have now compiled all the data and now know what parents, students and community feels what the problems are, and possible solutions. Will have another gathering late January or early February. Will share results, and ask people to be part of sub-groups to work for a couple months to give the district action plans.</p> <p>Michael Lopes Serrao complemented the work of SEI and IRCO, who support Parkrose SD. There are ways for the district to highlight, through videos and student testimony, the impact we've seen. The supports are marking a difference, for individual kid and cohorts of kids moving through the high school. SEI and IRCO are making a difference and he wanted to thank them.</p> <p>Paul Coakley said the REAP program has been a huge benefit for his district. Because of the piloting success at two elementary schools and high school, the middle school portion of Measure 98 funds will engage with the REAP program, so there will be a K-12 pathway. Practices have been able to be replicated.</p> <p>Joyce Harris would like this to be a regular part of our meetings, sharing information with each other.</p> <p>Dr. Yvette Alex Assensoh said that they had a hiring</p>	None.

Item	Discussion	Action
	<p>process recently and were able to hire seven new African American faculty at University of Oregon, including tenure. Working on plan to institutionalize the process and a retention program to make sure they stay.</p> <p>Tony Hopson Sr. talked about Tubman Middle School. Historical: there was no middle school in Jefferson Cluster, and kids were sent out of the cluster. Put pressure on district to get Tubman. Over years, numbers went down, so decided to close, and went to K-8 model, with no community engagement. Eventually talked about to a middle school model. When they put Tubman on the table, his group closed their charter (middle) school. Tubman was supposed to open this fall. But got a call that they are not able to do it for a year. New superintendent wants it a high priority to open. They are supposed to open end of fall, so his group is watching to keep as much pressure on them as they can. Also looking at right to return policy, for kids who have been pushed out to outer East. They should have a choice if they have been pushed out.</p>	
<p>Advisory Group Meetings Joyce Harris, Co-Chair</p>	<p>Joyce Harris moved the discussion to upcoming meetings. Looking at expectations in terms of meeting times. She noted she had posed question to Group about quarterly format, and then she opened up to feedback.</p> <p>George Russell understood that with quarterly, in the interim, the co-chairs would meet regularly with ODE staff to keep the Group apprised of issues between meetings. Is that something that can happen or should we go back to more regular meetings?</p> <p>Joyce Harris stated there are a lot of transitions in the Department, and things happening at federal and state levels, so that raises the question of how we stay engaged and informed.</p> <p>Nkenge Harmon Johnson said that monthly is too often for her. If we go to monthly, Joyce Harris asks for members be responsible to have someone represent them, if they cannot be here.</p> <p>Dr. Darryl Tukufu said he looked at all the committees when he came on. He did not want to meet just to meet, but have results. Every other month works, as long as work takes place.</p> <p>Nkenge Harmon Johnson said that regardless of meeting cadence, the co-chairs need to have greater engagement.</p> <p>Joyce Harris said that as a co-chair, she and the advisory committee, need to know what is going on, so we know how</p>	

Item	Discussion	Action
	<p>to respond or not, or correct misinformation.</p> <p>Tony Hopson Sr. votes for every other month. If we are bringing substantive things to the table, being here every other month would help. Co-chairs meeting with ODE needs to happen, maybe the off months. Joyce Harris is comfortable with a monthly check-in</p> <p>Laurie Wimmer suggested the co-chairs should get timely information when something comes up, then come later to the Group.</p> <p>Mark Jackson supports every other month, reconvening in February because the co-sponsor Hack has resigned her seat effective January. How does that impact our work going forward?</p> <p>Nkenge Harmon Johnson moved/recommended Group meet every other month starting in February. This motion was seconded, then approved. She also moved for co-chairs to meet with ODE every other month, starting in January, to hear about happenings in ODE regarding African American/Black students and other key issues that affect students in education in the state, with encouragement to invite other members to the meeting when appropriate. This motion was seconded, then approved.</p> <p>Paul Coakley asked for calendar invites to be sent out as soon as possible, so we can get these on the calendar.</p> <p>Joyce Harris moved on the discussion of Work Sessions, having them and inviting people in. She wants the Group to think about who might be invited to the work sessions. Be explicit on what we want from them and why we are inviting them.</p> <p>Laurie Wimmer spoke about how this Group might intersect with the Equality in Education Commission, as it needs to revise/update its assumption on what it takes to create an optional education environment for public schools. They operate with an equity lenses, but feels like words than initiatives. Wonders if it's useful to work with them as they create the new model so it's more intentional in creating these intersections.</p> <p>Has this body heard from ODE's team about ESSA? Not since everything has been approved. There is a statewide ESSA advisory meeting on January 8; Joyce Harris can bring feedback and look for who we might want to bring in.</p> <p>Joyce Harris said we will have to come back to the charter and OAR's as there is not enough time to talk about them.</p>	<p>Motion for meeting every other month was approved, starting February.</p> <p>Motion for co-chairs meeting on off months with ODE was approved, starting January.</p> <p>Calendar invites to be sent out.</p> <p>Group to think about who they will invite to Work Sessions. Bring names to next meeting.</p> <p>Joyce Harris to bring feedback from ESSA Jan. 8 meeting.</p>

Item	Discussion	Action
	<p>came to fruition Sophomore year. This year, he hopes this can be start of something, push it with school.</p> <p>Neiya Miller: Feels tied to the Black/African American community because her father is from Ethiopia, while mother is from Salem. Feels it's important, while there is not a big population in their school, for the few of them to stand up and tell them what they want to see, changes they want, and how they feel.</p> <p>William Haynes: Has never been part of the Black Student union until this year. He is really invested in this, because Liberty does not have many Black students; don't have many Black or African American people around Hillsboro. Feels that us coming here and letting people know that the few Black people they have, they need help too. We are here, and don't want to feel forgotten.</p> <p>Jaela Becket: Not originally from here; moved here last year. She came from East Coast, so this is first year (kinda) going to school here. First year was in West Linn and Oregon City, where she experienced racist problems. Stopped going and did online. Then family moved to Hillsboro and saw it was more diverse. She's now had a better experience so far.</p> <p>Their teacher Roger Fink thanked the Group for being welcoming to his students, who he sees as student leaders. His impressed by the work the Group is doing, the intelligence and advocacy. It's important for his young leaders to see this. Going to the Capitol next, hopes this motivates them to become leaders in their communities.</p> <p>Joyce Harris suggested they let the Group know next time, so they can be on the agenda and share some things with the Group.</p>	
<p>Wrap-up and Next Steps Joyce Harris, Co-Chair</p>	<p>Tony Hopson Sr. and Nkenge Harmon Johnson offered to give their cards to the students.</p>	<p>None.</p>
<p>Adjourn</p>	<p>Adjourned at 1:57 p.m.</p>	

Next Meeting: February 2, 2018 at ODE in 251A/B, from 9:00 a.m. – 2:00 p.m.