

## Agenda

Time	Description	Facilitator
<b>11:00a</b>  <b>*Public Meeting Opens*</b>	<b>Welcome</b> <ul style="list-style-type: none"> <li>● Opening Cultural Protocol</li> <li>● Re-cap of workshop</li> <li>● Intentions for today/ Agenda overview</li> <li>● Meeting agreements</li> </ul>	AG Members Co-Chair Macaysa-Feracota
<b>11:10</b>	<b>Committee Reporting &amp; Group Discussion</b> <ul style="list-style-type: none"> <li>● Mental Health(MH)               <ul style="list-style-type: none"> <li>○ Working towards building out a new goal around mental health for the NHPI SSP</li> <li>○ Members did research, gathered information and reached out to community networks to help inform how to best draft this new goal</li> <li>○ Collected data from collegiate students at PISACON                   <ul style="list-style-type: none"> <li>■ Inquired how their mental health supported or taken into consideration during their K-12 journey</li> <li>■ Lots of great data was gathered, still to be disaggregated</li> </ul> </li> <li>○ Tied information back to the Statutory Objectives and brainstormed benchmarks                   <ul style="list-style-type: none"> <li>■ Implement positive behavioral interventions based on mental health improvement</li> <li>■ Providing foundational support for MH (tiers 1 and 2), consistent with the DOE adopted model of Multi-Tiered Systems of Support in Education that identifies and categorizes MH services</li> <li>■ Community partners “hold primary responsibility for delivering mental health and health services” (tiers 2B and #), consistent with the DOE adopted model of multi-tiered systems of support in Education that identifies and categorizes MH services</li> <li>■ Implement the use of Oregon’s SHAPE (School Health Assessment and Performance Evaluation) to provide tools to local districts on mental health</li> </ul> </li> <li>○ Member suggestions:                   <ul style="list-style-type: none"> <li>■ Reach out to Tigard Tualatin School district for potential collaboration, based on previous incidents they are working to create policies or protocols that may be helpful to work in tandem with</li> <li>■ Hillsboro also has a fairly large MH team that could be very helpful to reach out to</li> <li>■ SEED Survey data may have helpful data pertaining to student MH demographics on a very high level</li> <li>■ Oregon Healthy Teen Survey is another great resource to get more data from</li> <li>■ The regional gap of services for MH is huge. Many resources are centered around Portland. Members would like to see some verbiage incorporated into the new goal that speaks to community members who are not located around the I5 corridor.</li> </ul> </li> </ul> </li> <li>● Pacific Island Visibility               <ul style="list-style-type: none"> <li>○ Purpose: Build upon the strong foundation of the 2023-2025 Advisory</li> </ul> </li> </ul>	Co-Chair Sinapi

	<p>Group and other Student Success Plans to develop a final plan that represents PI students with integrity and inclusion; and articulates clear, actionable strategies.</p> <ul style="list-style-type: none"> <li>○ Objective: <ul style="list-style-type: none"> <li>■ Conduct a comprehensive review of the draft NHPI SSP to implement feedback from 2023-2025 AG Members, student and community partners/grantees.</li> <li>■ This feedback urged the current AG to update the design and language of the plan to have broader representation of all Pacific Islanders woven throughout the plan.</li> </ul> </li> <li>○ Review format: <ul style="list-style-type: none"> <li>■ Recommendation</li> <li>■ Why is this recommendation important?</li> <li>■ Options for pathways forward to implement recommendations</li> </ul> </li> <li>○ Recommendation 1: <ul style="list-style-type: none"> <li>■ Update the language and design to be more inclusive of all Pacific Islander students <ul style="list-style-type: none"> <li>● Why is this important: <ul style="list-style-type: none"> <li>○ Exemplify what our report states through our language and design <ul style="list-style-type: none"> <li>■ The plan names Oceania as, “one of the planet’s most biologically and linguistically diverse regions,” (SSP, pg. 4) while the student report claims that, “the state recognizes that NHPI students and families are not a monolith...” (Report Draft, pg. 3)</li> </ul> </li> <li>○ Top Oregon Student Home Languages <ul style="list-style-type: none"> <li>■ 26% of NHPI identifying students reported another home language in addition to English</li> <li>■ Chuukese (8.4%), Marshallese (3.8%), Samoan (1.2%), Pohnpeian (.8%), and Palauan (.4%)</li> <li>■ Others included: Yapese, Chamorro, Tongan, Native Hawaiian, Kosraean, and Fijian (Report Draft, pg. 9)</li> </ul> </li> <li>○ Address the feedback we have received from PI CBOs / grantees <ul style="list-style-type: none"> <li>■ 11/19/2025: Samoa Pacific Development Corporation (SPDC) written feedback that the plan should be framed as PI, not Hawaiian</li> <li>■ 11/5/2025: Micronesian Islander Community (MIC) docked points in the grant because of confusion around using Hawaiian versus Micronesian values (i.e. Chuukese or Palauan)</li> </ul> </li> </ul> </li> <li>● Pathways Forward: <ul style="list-style-type: none"> <li>○ Redesign Visuals <ul style="list-style-type: none"> <li>■ Nature theme - think through indigenous plants in the Pacific</li> <li>■ Cultural symbols - research history (similar to what Dr. Fifita presented) about symbols that have migrated</li> </ul> </li> </ul> </li> </ul> </li> </ul> </li></ul>	
--	---	--

	<ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li> <ul style="list-style-type: none"> <li>through our cultures</li> <li>■ Student centered - photos of our students or student art about Oceania</li> </ul> </li> <li>○ Strengthen student voice           <ul style="list-style-type: none"> <li>■ Add in an introduction letter and quotes throughout from students about what the plan is and why it is important to them</li> </ul> </li> <li>○ Uplift existing frameworks from culturally-grounded PI researchers           <ul style="list-style-type: none"> <li>■ Kakala Metaphor – weaving a garland (Helu-Thaman-Tonga)</li> <li>■ Fa’afaletui Model collective weaving knowledge (Tamasese et al. - Samoa)</li> <li>■ Tivaevae – research and educational model likened to sowing a vibrant quilt (Cook Islands)</li> <li>■ He lei aloha aina – continuous weaving of a lei likened to love for the land/environment (Vaughn, 2016 Hawaii)</li> </ul> </li> </ul> </li> <li>○ Recommendations #2 &amp; #3:       <ul style="list-style-type: none"> <li>■ Ensure that PI students and families can comprehend what the plan to support their role as both beneficiaries and advocates of the plan</li> <li>■ Strengthen the action-based components of the plan so that legislators, ODE, schools, and grantees have a clear idea on how to implement and measure impact of the plan.</li> <li>■ Why is this important:           <ul style="list-style-type: none"> <li>● We want the community (including advisory group members) to know what is available to PI students through the SSP and how to utilize it.               <ul style="list-style-type: none"> <li>○ Lacking a strong understanding of what the plan intends to communicate limits the community’s ability to advocate for the plan and for PI students.</li> </ul> </li> <li>● We must prevent any burden of engagement for educators with the plan.               <ul style="list-style-type: none"> <li>○ If the plan is too cumbersome, or unclear about action/implementation, educators may be less likely to utilize the plan to fulfill the stated objectives.</li> </ul> </li> <li>● We want all parties (ODE, schools, students, etc) to feel supported in the implementation of the plan.               <ul style="list-style-type: none"> <li>○ The plan has a strong starting point of what we want to happen, but could use support naming how those things should be done.</li> </ul> </li> </ul> </li> <li>■ Pathways Forward:           <ul style="list-style-type: none"> <li>● Add in some formatting for readers to better navigate the content               <ul style="list-style-type: none"> <li>○ Add in a Table of Contents</li> <li>○ Add in more narrative that ties the different sections together and provides context to the different data tables</li> <li>○ Update data visuals to better communicate</li> </ul> </li> </ul> </li> </ul> </li> </ul>	
--	--	--

	<p>the data (i.e. pie charts)</p> <ul style="list-style-type: none"> <li>● Remove any redundancies that impact the clarity of our statements <ul style="list-style-type: none"> <li>○ There is repeated language throughout that can be consolidated into one section</li> <li>○ Some of the language feels a wordy, so the core purpose of the goal, strategy, or objective gets lost</li> </ul> </li> <li>● Refine our narrative explaining Oceania and PIs more broadly <ul style="list-style-type: none"> <li>○ Shift from an anthropological explanation into one that provides context to who PIs are in Oregon in particular and why our history and culture is important to consider when it comes to addressing educational inequities</li> </ul> </li> <li>● Utilize the formats and examples of other Student Success Plans that identify action steps and specificities: <ul style="list-style-type: none"> <li>○ Timelines</li> <li>○ Partners</li> <li>○ Interim steps to take towards 2030 vision</li> </ul> </li> <li>■ Examples: <ul style="list-style-type: none"> <li>● American Indian/Alaskan Native Student Success Plan <ul style="list-style-type: none"> <li>○ Key initiatives</li> <li>○ Core partners <ul style="list-style-type: none"> <li>■ Government</li> <li>■ Community</li> </ul> </li> <li>○ Timelines</li> </ul> </li> <li>● Latinx SSP <ul style="list-style-type: none"> <li>○ Consolidate data</li> <li>○ Time-based outcomes</li> <li>○ Partners to align</li> </ul> </li> </ul> </li> <li>○ Member discussion: <ul style="list-style-type: none"> <li>■ What is the audience and who can we share feedback with? <ul style="list-style-type: none"> <li>● The audience should be clear to those who are responsible for implementing it. Particularly grantees and school administrators.</li> </ul> </li> <li>■ It makes sense to consolidate information for clarity and ease of use. Beyond that, ensuring that our communities are feeling represented when reading the SSP and have access to it, it feels like that may be the responsibility of NHPI grantees and community partners to create the necessary supplemental information. <ul style="list-style-type: none"> <li>● Because the AG is drafting the plan for ODE to implement, it's the responsibility of the AG to ensure the plan is as clear and concise as possible. The plan as it currently stands doesn't reflect all members of our communities. Grantees are asked to align their activities to the values in the plan, which currently are very Hawaiian based, so it is difficult to score programs who are PI focused to represent themselves and their communities accurately.</li> <li>● Are we putting all of our eggs in the basket of a single document? This is a living document that should be updated regularly. Achieving PI Visibility Goal: Develop and maintain a centralized,</li> </ul> </li> </ul> </li> </ul>	
--	--	--

	<p>community-informed NHPI resource directory to improve access to opportunities and services.</p> <ul style="list-style-type: none"> <li>● Outcome: A regularly updated NHPI Resource Guide that increases access to scholarships, funding, and support for students and families.</li> <li>● If the AG has the option to open up the plan to be more inclusive of other PI communities it feels like that's something that we should focus on. Build off of the existing Hawaiian values with other community values so that it's more representative of all the students that we serve. Updating the SSP won't solve all the problems, but it's a good place to start.</li> <li>■ The plan is the Native Hawaiian/Pacific Islander Student Success Plan, the plan won't be changing names regardless of input because it's written in legislature             <ul style="list-style-type: none"> <li>● We can adjust how the plan looks, format the verbiage etc, but the overall structure of all OEDI SSPs need to remain the same for uniformity. There is lots that can happen within that structure based on AG and community feedback.</li> </ul> </li> </ul> <ul style="list-style-type: none"> <li>● Community Engagement             <ul style="list-style-type: none"> <li>○ Purpose:                 <ul style="list-style-type: none"> <li>■ To strengthen coordination, communication, and community engagement across Oregon's NHPI SSP by supporting event sharing, resource development, and consistent communication between ODE, Advisory Group members, and NHPI communities statewide.</li> </ul> </li> <li>○ Goals &amp; Outcomes:                 <ul style="list-style-type: none"> <li>■ Event Engagement &amp; Coordination:                     <ul style="list-style-type: none"> <li>● Goal: Create a consistent statewide system to identify, share, and support NHPI community events and initiatives.</li> <li>● Outcome: A centralized event-tracking process that increases awareness and participation in NHPI programs across Oregon.</li> </ul> </li> <li>■ Resource Guide &amp; Maintenance                     <ul style="list-style-type: none"> <li>● Goal: Develop and maintain a centralized, community-informed NHPI resource directory to improve access to opportunities and services.</li> <li>● Outcome: A regularly updated NHPI Resource Guide that increases access to scholarships, funding, and support for students and families.</li> </ul> </li> <li>■ Engagement &amp; Communication:                     <ul style="list-style-type: none"> <li>● Goal: Strengthen communication and information-sharing between ODE, the Advisory Group, and NHPI communities.</li> <li>● Outcome: Clear communication channels that improve timely updates, partner collaboration, and statewide connection.</li> </ul> </li> </ul> </li> <li>○ Products:                 <ul style="list-style-type: none"> <li>■ Email Listserv &gt; Quarterly Newsletters                     <ul style="list-style-type: none"> <li>● Post this in outgoing updates, newsletter, events, etc.</li> <li>● Updating monthly</li> </ul> </li> <li>■ Resource Guide (NHPI-specific resources)</li> </ul> </li> </ul> </li> </ul>	
--	--	--

	<ul style="list-style-type: none"> <li>● Process:</li> <li>● Submit entries &amp; staff will vet resources and categorize accordingly.</li> <li>● Post on main page but also share with interested parties</li> <li>● Updating quarterly</li> <li>■ NHPI SSP One-Pager &amp; NHPI SSP Brochure <ul style="list-style-type: none"> <li>● One-Pager + Brochure</li> <li>● Used for recruitment, info sessions, etc.</li> <li>● High level summary for community and prospective grantees</li> </ul> </li> </ul> <p>Every subcommittee had a different responsibility related to moving this plan and work forward, and it is great to be able to dive deeper into these topics as a group</p> <p>Member discussion:</p> <ul style="list-style-type: none"> <li>● This was a great use of time and would like to be able to spend more time diving deeper into these topics as a group</li> <li>● Intersectionality is so important, creating community engagement items based on the work of the representation gaps group and mental health group <ul style="list-style-type: none"> <li>○ How can we streamline this even further and collaborate</li> </ul> </li> <li>● There is no rush to complete any of these subcommittees, our goal is to have the next iteration of our plan at least mid way through 2027, so we have time to move intentionally</li> </ul>	
<p>12:25p</p>	<p><b>Committee Work</b></p> <ul style="list-style-type: none"> <li>● Re-calibrate and consider feedback given</li> <li>● Map out next steps as we near the end of the SY</li> </ul>	<p>All Members</p>
<p>12:30</p>	<p><b>ODE Updates</b></p> <ul style="list-style-type: none"> <li>● Appreciation &amp; AG's role in this work <ul style="list-style-type: none"> <li>○ AG members guide ODE with how to best move this work forward and serve the community students across the state</li> <li>○ This year ODE is working to shift from creating spaces for community to gather, and rather being apart of where community is already gathering <ul style="list-style-type: none"> <li>■ Attending PISACON and asking students how we can better support their mental health</li> <li>■ Presented: We SEA You: Powering NHPI Student Success <ul style="list-style-type: none"> <li>● Was very well attended, and several of our younger AG members led the session with ODE</li> </ul> </li> </ul> </li> <li>○ Even with limited funding grantees are doing as much as they can with plan students, and it's been great to meet with them and attend their events across the state <ul style="list-style-type: none"> <li>■ Attended an event at McDaniel for staff across Multnomah county and it was great to see everyone so engaged and fully participating</li> <li>■ With the funding restructuring and all the associated implications we didn't ask any grantees to attend and present at our AG meetings this year, but we will be asking them to attend and present next year.</li> <li>■ What would the AG like to hear about in regards to the grantees? Or during their grantee presentations next year? <ul style="list-style-type: none"> <li>● What are the conversations or processes centering around the funding cuts? Are there specific things in the way the grantees are submitting reports that</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p>ODE Staff</p>

	<p>show there's still a focus on serving plan students and not being absorbed into larger program activities?</p> <ul style="list-style-type: none"> <li>○ There have been blending of funds so that instead of hiring a 1.0 FTE staff they're splitting the FTE between two groups. Funds are also received from Title funding. When events are serving multiple communities or students who identify a part of several different plan communities then dollars can be combined. Also some students</li> <li>○ Some grantees are also cutting activities to several times a week or month, or purely summer programs, etc.</li> <li>● Does ODE have anything to ensure that funds are actually hitting the communities they're intended for? Especially with combining several communities or plans in events? <ul style="list-style-type: none"> <li>○ When it comes to reporting grantees report how many total students attend events, how many plan specific students attend, how many plan families, etc. so that is one way to document how many students and families are being served with plan dollars.</li> </ul> </li> <li>● Grant program <ul style="list-style-type: none"> <li>○ Resource Development Retreat</li> <li>○ Grantee Bulletin</li> </ul> </li> <li>● NHPI Data Project</li> </ul>	
<p>12:45</p>	<p><b>NHPI Co-Chair Updates</b></p> <ul style="list-style-type: none"> <li>● Recruitment <ul style="list-style-type: none"> <li>○ Applications have recently closed</li> <li>○ 4 empty spots to fill and 8 applications were received</li> <li>○ Reviewers are starting the process soon, and decisions will be sent out by the end of summer</li> </ul> </li> <li>● Charter Finalization <ul style="list-style-type: none"> <li>○ The charter doesn't require an official vote in order to pass</li> <li>○ It will be reviewed annually</li> <li>○ If any members have feedback or edits they feel should be reflected in the Charter please reach out</li> <li>○ Group leadership hasn't heard anything from members, so in the spirit of time management towards more pertinent items that item will be closed unless members express differently</li> </ul> </li> </ul>	<p>Co-Chairs Capoccia &amp; Sipelii</p>
<p>12:50</p>	<p><b>Announcements &amp; Next Steps</b></p> <ol style="list-style-type: none"> <li>1. 'Ohana Fun Day on September 5th In Waldport. Please save the date! More information to come</li> <li>2. Group Announcements <ol style="list-style-type: none"> <li>a. Marshall Islands Constitution Celebration Day <ol style="list-style-type: none"> <li>i. Sat May 23rd at Silverton High School,</li> <li>ii. Softball and basketball games</li> <li>iii. Closes May 25th at Wilsonville Park</li> <li>iv. More information on Oregon Marshallese Facebook, also the Consulate of the Marshall Islands also has it posted</li> </ol> </li> <li>b. OHSU &amp; PSU has cultural tours if anyone is interested</li> <li>c. June 6th will be the 39th Palau Presidents Celebration <ol style="list-style-type: none"> <li>i. 12-5pm</li> </ol> </li> </ol> </li> </ol>	<p>ODE Staff</p>

	<ul style="list-style-type: none"> <li>ii. Live band, games, raffle</li> <li>d. YDO is launching a grant opportunity - community violence oriented, named Safe Communities for Youth               <ul style="list-style-type: none"> <li>i. For students at risk of violence</li> <li>ii. Culturally specific services</li> <li>iii. Mentorship</li> <li>iv. RFA will be out in June</li> </ul> </li> <li>3. The next and last meeting for the school year is on Thursday, June 11th. Same time, same place</li> </ul>	
12:57	Closing (5 min)	AG Members
<p><b>Members Present:</b> Member Alik, Member Edwards, Member Raes, Member Galago, Member Ajifu-Santos, Member Sinapi, Member Sipeli'i, Member Macaysa-Feracota, Member Capoccia, Member Rivera-Lindstrom, Member Noble, Member Bueker, Member Polamalu</p> <p><b>Members Absent:</b> Member Fifita, Member Futi, Member Tusitala, Member Pudjat, Member Willis, Member Ka'ula, Member AhYo, Member Micky</p> <p><b>ODE Staff Present:</b> Carol Matsuzaki, Jenni Amado</p>		