MINUTES

Equity Committee Meeting
Eugene Public Schools District 4J
200 North Monroe, Parr Room

January 15th, 2013
4:30 p.m. to 6:30

I.   Welcome and Introductions

Co-Chair Rita Radostitz and Charles Martinez called the meeting to order at 4:37p.m. Those present introduced themselves.

II.   Public Comments

No members of the public asked to speak.

III.   Warm-up: Answer the following question: *Name one thing that you love about Eugene.*

Members that were present named on thing the they loved about Eugene-*Responses;*
- Closeness to the forest
- Running
- 4J School System-offers an opportunity to tailor the education to their two boys
- Block away from the river and appreciate that the community is small enough that you find someone that you love
- DMV business in 10 minutes
- Closeness to family
- No traffic
- Creativity in all things- art, community, business and all
- Choose to bike or walk or bus. Access and availability
- You can be as involved as you want to be – People are accepting
- University influence – Community Discourse
- Culture of entitled engagement by giving opinions
- Progressive leaning- intellectual thoughtful- Example: bus transportation
- Day of Respect – value our youth valued and loved
- Mentoring of young voices, and letting them go.
- Newspaper owned by a local family. Pools that you can go swimming. Lots of diversity mental, physical.
- Diversity, equity is a coming thing-even though there might be a disagreement.
- Summer time – Bike path system.
- Co-parenting with community

I.   Review Agenda and Work Plan

I. **Areas of Focus/Learning for our committee-Areas of Knowledge**

Ms. Radostitz and Mr. Martinez reviewed the areas that are critical for the committee to share, align, research and learn about.

Topic areas that would inform the creation of essential questions:
➢ Achievement Gap/Discipline Gap Correlation
➢ Disproportionality and Equity
➢ Intersectionality – Class and Race; Gender and Sexuality
➢ Success Models vs. Deficit Models
➢ Eugene-Oregon Uniqueness – History of Race in the State; National Thinking may not apply.
➢ White Privilege
➢ Privilege: gender, others
➢ Language

Ms. Radostitz asked the committee what other topics are important for the members and reminded all members that the next "Taking It Up" training was scheduled for February 21st and 22nd.

Member of the EC shared a topic that was important for them or that they needed more information. Ms. Radostitz opened the conversation about what we need to know:
▪ Disparities in health outcomes due to poverty of where they live. Would like to explore policies that will allow the exploration of these disparities.
▪ Approaching the learning- how to get topics that would draw from each other the experience and areas of knowledge.
▪ Recognition of how to draw the right voices in the conversation for growth.
▪ Connectedness- we have strong connections with people in the community. Suggestion to bring them as a guest so they can take part of the conversation.
▪ Identification of the voices –what/who else do we need to bring.

▪ **What are the key questions:**
➢ To what degree are there health disparities?
➢ To what degree is there disproportionality in Eugene?
➢ How extensive are they? What are the reasons and how systemic are they?
➢ Are the initiatives being evaluated?
➢ Do we have gaps based on race; example: African American, Native Americans and Latino boys?

Dr. Berman shared his insight and essential questions to frame the data presentation: What are the questions that we have and what do we need to move forward?
What does the district look like? What are the demographics/ how have they changed or not changed?
Demographic profile during the last 10 years and how have they changed?

1. **Data we do have:**
➢ LCOG neighborhood data
➢ Invite David Richie to showcase the data
➢ Demographics of each school/Racial and SES
➢ Where we have been successful in closing the Achievement Gap and where do we need to do more work?
➢ OAKS data- performance by race
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V. **Aligning our Lens: How to look at data?**
Cautions about data:
- Categories have changed over time- race and ethnicity.
- Reporting bias
- Aggregated/Disaggregation
- Reporting policy differences
- Significance of data- is it real, and significant
- Understanding classification of data
- Understanding how data is collected
- Understanding what data is collected
- Cuts score- What does it mean?
- Do we have data to measure trauma experience, cultural identity development?
- Mobility
- Proportionality- what are we comparing. Looking at targets.
- The state says that you have to pass OAKS and meet certain standards. Caution concerning policy and shaping of objects of inquiry.