



**Alternatives in Action Board of Directors - High School Governing Committee Meeting**  
**April 11, 2018**  
**Meeting 6:00 p.m. – 7:30 p.m.**  
**Location: Alternatives in Action High School, Room 4**  
**6221 E 17<sup>th</sup> St, Oakland, CA**

<b>Public Session Agenda Items</b>	<b>Time</b>	<b>Lead</b>
<b>1. Welcome! Call to Order; Approval of Agenda (Action)</b>	<b>6:00</b>	<b>Joe</b>
<b>2. Consent Calendar (Action)</b> 2.1 Resolution to approve the February 7, 2018 minutes (attached) 2.2a Resolution to approve the Substitute Teacher Policy & Salary Schedule 2017-18 2.2b Substitute Teacher Policy 2017-18 (attached) 2.2c Resolution to approve the Substitute Teacher Salary Schedule 2017-18 (attached) 2.3 Resolution to approve submission of the Consolidated Application for Title I and Title II funding for 2018-2019 2.4 Resolution to enter into contract with Seneca for up to \$180,000 to continue to serve as our special education services provider in the 2018-2019 year.	<b>6:05</b>	<b>Joe</b>
<b>3. Public Comment:</b> We welcome comments from the general public on non-agendized items.	<b>6:10</b>	<b>Joe</b>
<b>4. Staff Report (Information/Discussion)</b> Staff representative, April Angeles, will provide staff updates	<b>6:15</b>	<b>April</b>
<b>5. Student Report (Information/Discussion)</b> Student representative, Alejandra Rodriguez, will provide updates	<b>6:25</b>	<b>Alejandra Rodriguez</b>
<b>6. Director’s Report - Staffing &amp; Program Updates (Information/Discussion)</b> 6.1 Directors’ Report 6.2 Bell Schedule	<b>6:30</b>	<b>Logan / Phung</b>
<b>7. SELPA Update (Discussion/Action)</b> 7.1 Staff will present a resolution for the Governing Committee to approve the recommendation of staff to apply for membership to the El Dorado SELPA.	<b>6:40</b>	<b>Phung</b>

<b>8. Problem-Posing Protocol: Teacher Recruitment and Hiring</b> 8.1 Problem Posing Protocol 8.2 Memo on Hiring Dilemma	<b>6:50</b>	<b>Logan</b>
<b>9. Board Comments on Non-Agendized Items</b> This is an opportunity for the Board to raise questions or requests for topics to be addressed in future meetings.	<b>7:20</b>	<b>Joe</b>
<b>10. Closing: Review Next Steps, Acknowledgments &amp; Adjourn</b>	<b>7:25</b>	<b>Joe</b>
<b>11. Closed Session: Disciplinary Action</b>		

*The High School Governing Board Committee will provide disability-related modifications or accommodations as needed to any member of the public who wishes to participate in its meetings, upon advance notice. Please call 510-748-4314 ext. 301*

### Governing Committee Next Step List

<b>Next Step</b>	<b>Who Is Responsible?</b>	<b>Date Created</b>	<b>Due Date</b>
<u>Math</u> 1) Looking at how to improve math, there is a need for a PD related to Common Core. 2) What are promising practices for struggling students in Math.	Phung/Logan  Phung/Logan	August 24, 2017  October 11, 2017	N/A  N/A
<u>Alt Grad Plan</u> 1) What implications will this have on program model? What impact will it have on implementation? 2) What percent of students graduating would fall into an Alt Grad Plan? 3) What happens to the nature of the school if this is implemented? 4) Does it serve the staffing? Will it thin the current staffing set-up? 5) Looking at capping the alt grad plan enrollment. Look at who would best qualify for this program. How we are presenting this and our responsibility as a staff of how they are choosing into this?	Phung/Logan	October 11, 2017	N/A
<u>Testing</u> 1) Logan will do a dive into Math learning and see if there are any similarities in ways we can improve scores for students by implementing something similar.	Logan	February 7, 2018	April 11, 2018
<u>Other</u> 1) Think about wrapping tech into the	Logan	November 29, 2017	February 7, 2018

learning experience and research learning software that would help.			
2) What is the chronic absenteeism rate at an average OUSD high school?	Phung	February 7, 2018	April 11, 2018
3) Patricia to share google doc of the Career Committee career pathway speakers list. Board will look at their network to connect us to speakers.	Patricia	February 7, 2018	April 11, 2018
4) Logan and Phung to create a plan of parent-teacher conference nights for next school year.	Logan/Phung	February 7, 2018	April 11, 2018
5) Figure out how to get a parent rep to consistently showing up.	Phung	February 7, 2018	April 11, 2018
6) Phung and Logan will discuss firewalks and transitions class in hopes of addressing the psychology of students when looking at college and next steps.	Phung/Logan	February 7, 2018	April 11, 2018

Alternatives in Action Board of Directors  
**Minutes of the Governing Committee Meeting**  
**February 7, 2018 @ 6:00 pm to 7:30 pm**  
(Alternatives in Action High School, 6221 E. 17<sup>th</sup> Street, Oakland CA 94621)

**Governing Committee Members Present:** Joe Feldman, Shady Shahid, Patricia Murillo, April Angeles, Steve Scheier, Jared Joiner, Veda Bartlow

**Governing Committee Members Absent:** Greta Brownlow

**Advisory Governing Committee Members Present:** none

**Staff Members Present:** Phung Lai (Co-Director), Logan Manning (Co-Director), Robert Vidana

**Guests Present:** none

**1. Welcome! Call to Order; Approval of Agenda (Action/Activity)**

Meeting was called to order at 6:04pm

Motion to approve: Shady Shahid

Seconded: April Angeles

All in Favor: Joe Feldman, Shady Shahid, Patricia Murillo, April Angeles, Steve Scheier, Jared Joiner

All opposed: none

Abstentions: Veda Bartlow

**2. Approval of the Consent Calendar**

Motion to approve: Joe Feldman

Seconded: Patricia Murillo

All in Favor: Joe Feldman, Shady Shahid, Patricia Murillo, April Angeles, Steve Scheier, Jared Joiner

All opposed: none

Abstentions: Veda Bartlow

**3. Public Comment**

No comments from the general public.

**4. Staff Report (Discussion/Information)**

- Humanities Coach has re-started the Black Student Union and going to the HBCU College Expo next week
- Staff met around creating action plans to meet needs around the school - student accountability around academics

**5. Student Report (Information/Discussion)**

- December talent show was motivating and inspiring
- Student representatives went to Sacramento for a health and wellness conference

## **6. Directors' Report (Information/Discussion)**

- 200 novels donated during our end of the year campaign.
- Waitlist: 29 applicants with spaces for 9 students.
  - Reasons why: started outreach and recruitment early on, joined Enroll Oak, and a lot of families from Skyline HS coming
  - 70 interested 9th grade students. May require us to hold a lottery, which would be on March 6th. Won't know what types of students these are until we hold interviews.
  - TO DO: Do we need a rep from the Board for the lottery?
- ADA is slightly above where we budgeted and will allow us to spend on things not staff, but this conversation will come later.
- Chronic Absenteeism: made improvement on chronic absenteeism at the beginning of the school year, but it has been getting worse slowly.
  - TO DO: What is the chronic absenteeism rate at an average OUSD high school?
- No longer utilizing Apex Virtual Learning. Still researching other options.
- Staffing: discussion of looking for new positions to hire for next school year and retention survey results overview.
  - May be helpful to incentivize a teacher's salary on the backend.
- Alt Grad Plan: We're holding 11th graders to building a post-high school plan whether it be college or Alt Grad plan.
  - 3 students enrolled in Alt Grad Plan and have begun the Auto Tech program at College of Alameda.
  - TO DO: Patricia to share google doc of the Career Committee career pathway speakers list. Board will look at their network to connect us to speakers.
- Review of Math and Reading intervention data
- Want to invest in the reading intervention model as we create schedules for 9th graders next year. Not many other places are doing this.
  - Shady: can this be applied toward Math?
  - TO DO: Logan will do a dive into Math learning and see if there are any similarities in ways we can improve scores for students by implementing something similar.

## **7. Revised LCAP Engagement Plan**

- Disclosure and explanation of LCAP engagement plan by AIAHS leadership
- We should consider having a parent-teacher conference night. We have a portfolio night instead.
- TO DO: Logan and Phung to create a plan of parent-teacher conference nights for next school year.

## **8. Board Comments on Non-agendized Items**

- TO DO: Figure out how to get a parent rep to consistently showing up.

- Shady can have folks from the Over Yander organization to speak at the high school.
- TO DO: Phung and Logan will discuss firewalks and transitions class in hopes of addressing the psychology of students when looking at college and next steps.

**9. Closing: Review Next Steps, Acknowledgements & Adjourn**

**Meeting Adjourned at 7:32pm**

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## Resolution to Approve the Substitute Teacher Requirements and Salary Schedule for 2017-18

### Background:

Alternatives in Action High School (AIAHS) submits information to the California Department of Education (CDE) in order to qualify for certain state funding. One of the items they are asking for is a Board-approved policy that “ensures that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the salary schedules are accurate.” Thus, the CDE is asking for us to provide the predetermined requirements for employees to possess in order to participate in our substitute system and detailed information on wages. Attached, you will find our requirements to enter AIAHS substitute system in addition to the determined wages that are paid to substitutes. Both the requirements and the salary schedule were modeled on similar LEAs and informed by CDE’s substitute policy.

### Resolution

The Alternatives in Action Governing Committee approves the substitute teacher requirements and salary schedule for 2017-18.



## Substitute Teacher Requirements

The following requirements must be completed before any substitute can be employed at Alternatives in Action High School:

- 1) **Resumé & Cover Letter** – Applicants must submit their most recent resumé and cover letter.
- 2) **Teaching Credentials**  
*Teaching Credential* – There are different types of credentials for teachers in California that are valid for substitute teaching.  
*Emergency 30-Day Substitute Teaching Permit* - authorizes the holder to serve as a day-to-day substitute teacher in any classroom, including preschool, kindergarten, and grades 1-12 inclusive, or in classes organized primarily for adults.  
*Emergency Substitute Teaching Permit for Prospective Teachers* - authorizes the holder to serve as a day-to-day substitute teacher in any classroom.
- 3) **Fingerprints** - Fingerprints must be completed for a criminal background check. Employees must wait until a background check has been completed before being allowed to work.
- 4) **TB Clearance Report** - All employees must provide Alternatives in Action with a report showing freedom from active tuberculosis.
- 5) **Withholding Tax** - Federal Withholding Exemptions (Form W4) shall be filled out with the Alternatives in Action Human Resources Department.
- 6) **Employment Eligibility Verification (Form I-9)** - Employment eligibility verifications are required of all Alternatives in Action employees. Evidence of identity and eligibility must be shown at the time the I-9 form is completed and must be the original documents.
- 7) **Emergency Contact Form** – This form is provided by HR and must be completed by all substitute teachers.



# Alternatives in Action High School

PREPARING YOUTH FOR COLLEGE, CAREER AND COMMUNITY

## Substitute Salary Schedule

### Certificated Teachers

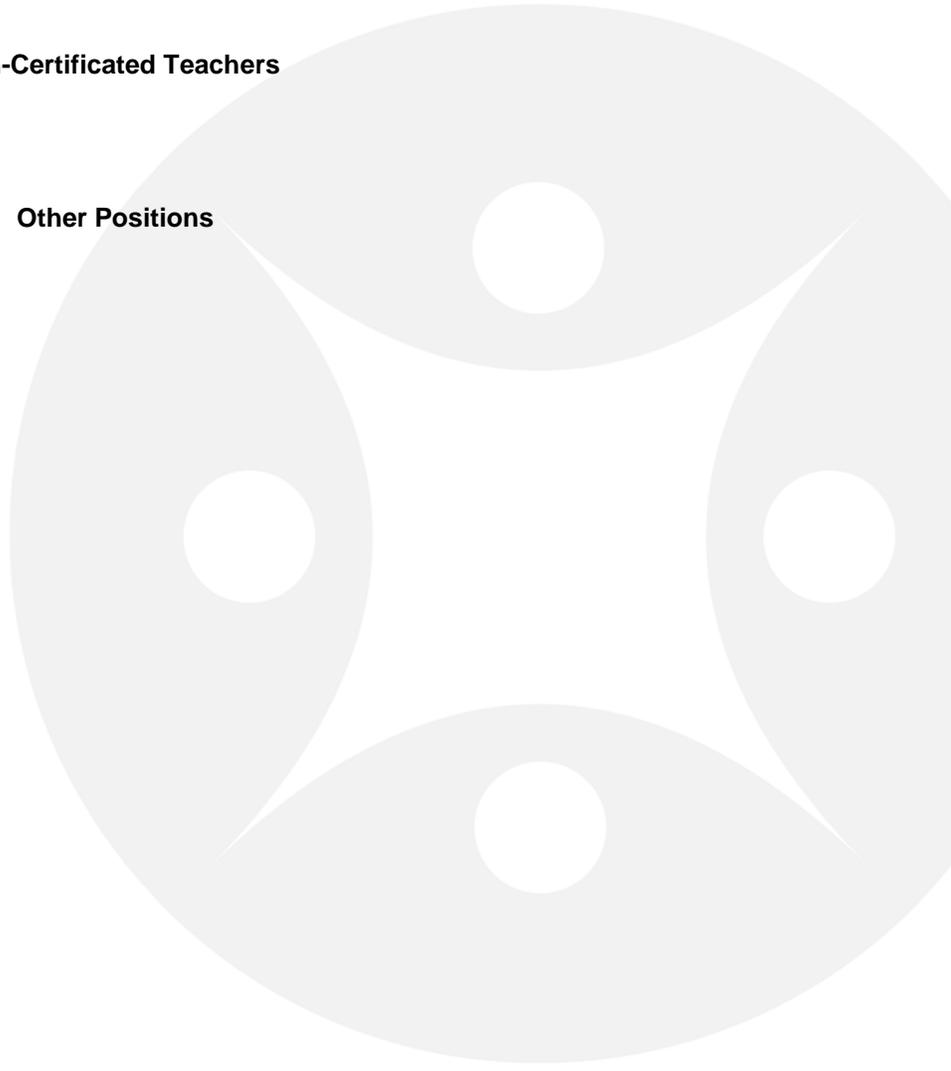
Daily – Full Day	\$168 / day
Daily – Half Day	\$84 / day
Hourly Rate	\$26 / hour

### Non-Certificated Teachers

Hourly Rate	\$21 / hour
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### Other Positions

Restorative Justice Coach	\$21 / hour
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## Resolution to approve submission for Title I and Title II funding for 2018-2019

### Background:

Alternatives in Action High School (AIAHS) has received federal funding through Title I and Title II since 2011-2012 as a school-wide program. These funding sources have specific requirements that include an annual review and approval by the Governing Committee of AIAHS to submit the consolidated application for categorical Title funding to the California Department of Education. Funding from Title I is approximately \$350 per ADA (\$56,700 apportioned in 2016-2017) and has been used to support student services specifically our Student Services Coordinator position. Title II funding is designated to be used for professional development and has typically supported training and conferences (\$3,564 total funding apportioned for 2016-2017). At this time, future funding levels and Title programs are uncertain due to proposed budget changes at the federal level.

### Resolution

The Alternatives in Action Governing Committee approves the submission of the consolidated application in order to receive federal funding under Title I and Title II as a school-wide program in the 2018-2019 school year.



**Alternatives in Action High School  
 Directors' Report  
 April 11, 2018**

**Program Updates and Highlights**

- Literacy Week Book Fair and Open Mic
- Career Mentoring Event
- Offer letters for returning academic coaches
- Portfolio night
- College acceptances

**Enrollment/Recruitment and Attendance**

- Enrollment is currently at 183. ADA for the year is at 168; we adjusted the budget to 167 with an additional

	Q1 Enroll't	Q1 ADA	Q1 Chronic Abs.	Q2 Enroll't	Q2 ADA	Q2 Chronic Abs.	Q3 Enroll't	Q3 ADA	Q3 Chronic Abs.
2016- 2017	181	157	27%	165	157	22%	169	155	25%
2017- 2018	179	171	17.8%	183	168	19.5%	181	168	17.6%

**Enrollment Updates**

<b>Internal Targets for Master Schedule and Budget Planning</b>			
Our budget for 2018-2019 is based on an ADA of 190.			
	2017-2018	2018-2019 Projections	2018-19 Enrollment to Date
Newcomers	21 Newcomers (14 in 10th grade; 4 in 9th grade)	1 blocks Eng Fundamentals 1 = 5 youth 2 blocks Eng Fundamentals = 15 youth	Re-enrollment: 0 New: 4
9th Grade	33 in 9th grade Hum 4 Newcomers	50 - 2 cohorts of 25	99 9th graders pending
10th Grade	44 in 10th Grade Hum 14 newcomers	50 - 2 cohorts of 25	Re-enrollment: 1 New: 6

11th Grade	46 in 11th grade 3 Newcomers	50 - 2 cohorts of 25	Re-enrollment: 5 New: 10
12th Grade	34 in 12th grade	48 - 2 cohorts of 24	Re-enrollment: 4 New: 8
<b>TOTAL</b>	<b>179</b>	<b>218 (Budget based on 210 enrollment; 190 ADA)</b>	

## **Staffing and Schedule**

### **Block Schedule:**

In an effort to increase opportunities for project-based learning across the disciplines, we are moving to a block schedule for the 2018-2019 school year. Our process for this change began with Logan reviewing research about the efficacy of block scheduling. Next Logan drafted a block schedule that met some needs of the school. Next Logan presented the schedule to staff for feedback. Finally Logan and Phung finalized the schedule ensuring that it meets the required minutes for the year (see 6.2 Bell Schedule). The next steps toward implementation are that we will bring in Napa County office of Education to hold a training for our staff on project-based learning so that we can support an instructional shift to accompany the schedule change.

### **Staffing Plan:**

Logan conducted formal evaluations of all academic staff in February and March and we made offers to returning staff. Of the twelve current academic coaches, nine will be returning next year.

We are hiring for four positions: 2 math coaches, one science coach, one humanities coach.

For a comparison of the current staffing plan to the anticipated staffing plan for 2018-2019, please see document 6.3 (Staffing Comparison).

### **Intervention Program:**

#### **Math Intervention**

- After analyzing data from the first round of math intervention, we decided to purchase the Aleks program for math intervention. April Angeles meets with 3 groups of 3 students two to three times weekly for 30 minutes each session. Student feedback has been positive for the program and we have not yet administered a post-test as we are just coming to the end of the first intervention cycle using Aleks.
- Logan researched alternate math intervention curriculum (Summit) and for now we have decided to purchase the Aleks Intervention system for math. Logan will continue to research if Summit would make sense for us for next school year. She will reach out to local schools that are using Summit.

#### **Reading Intervention**

Kenia Rodriguez is working with a second cohort for ninth grade reading intervention. We have also rolled out a lit circle program in our extended day program. We will be administering another round of SRI testing in April.

## **Facilities**

We will be adding two additional portables across the street by the ECEC to accommodate more classes and to open up the current portable to become office space and a conference room. Projections have the portable project completed by July.

## **Strategic Planning**

Developing plan for alignment of LCAP and WASC self study. We will have our WASC visit in February of 2019. Logan is aligning the work plan for the LCAP reporting (annual plan) with the self-study for WASC that looks back at our performance over the last 3-5 years and identifies strategic areas for improvement for the subsequent accreditation term.

## **2017-18 Budget**

The AIAHS Board Approved January 2018 budget was based on a 162 ADA. At this time we are moving the budget to reflect 167 ADA which will mean an increase of \$64,301. We will allocate funds in the following manner:

\$15,000 Increase to Seneca Contract (mental health)

\$8,000 Additional Chrome Cart (bringing total chrome carts on site to 3)

\$6,000 Summer credit recovery program

\$4,000 Additional curriculum

**\$33,000 Total Additional Costs**

**\$31,301 Difference Added to Reserve**

**Alternatives in Action High School  
Bell Schedule 2018-2019**

Monday	Tuesday	Wednesday	Thursday	Friday
8:30-10:15 <b>Block A</b>	8:30-10:15 <b>Block B</b>	8:30-10:15 <b>Block A</b>	8:30-10:15 <b>Block B</b>	8:30-9:05 <b>Block A</b>
				9:10-9:45 <b>Block B</b>
10:15-10:30 Break	10:15-10:30 Break	10:15-10:30 Break	10:15-10:30 Break	9:50-10:25 <b>Block C</b>
10:35-12:20 <b>Block C</b>	10:35-12:20 <b>Block D</b>	10:35-12:20 <b>Block C</b>	10:35-12:20 <b>Block D</b>	10:30-11:05 <b>Block D</b>
				11:05-11:15 Lunch
12:20-12:50 Lunch	12:20-12:50 Lunch	12:20-12:50 Lunch	12:20-12:50 Lunch	11:20-11:55 Leadership
12:55-1:40 Leadership	12:55-2:40 Block F	12:55-1:40 Leadership	12:55-2:40 Block F	12:00-12:35 <b>Block E</b>
1:45-3:30 <b>Block E</b>	2:45-3:30 SEL and Academic Supports	1:45-3:30 <b>Block E</b>	2:45-3:30 SEL and Academic Supports	12:40-1:15 <b>Block F</b>

Alternatives in Action High School  
Staffing Comparison 2017-2018 to 2018-2019

<b>2017-2018</b>	
Position	FTE
Humanities 1	1.0
Humanities 2	1.0
Humanities 3	1.0
Humanities 4	1.0
Math	1.0 (currently split between two people)
Science	1.4 (split between two people)
Spanish	.6
Art	1.0 (Art and Health)
ELD	1.0
Multi-media	.8
College/Career	1.0
Restorative Justice Coach	1.0
Student Services coordinator	1.0
Parent Coach	.5
Food program	.5
Program Coach	.2
Administrative Coordinator	1.0
Co-Directors	2.0
SpEd Resource Specialist (Seneca)	.6

Enrollment: 180  
ADA: 165

<b>2018-19 (vacant positions highlighted)</b>	
Position	FTE
Humanities 1	1.0
Humanities 2	1.0
Humanities 3	1.0
Humanities 4	1.0
Math	1.5-2.0 (split between two people)
Science	1.5-2.0 (split between two people; 1 vacancy)
Spanish	.6
PE	.4
Art	1.0 (Art and Health)
ELD	1.0
Multi-media	.8
College/Career	1.0
Restorative Justice Coach	1.0
Student Services coordinator	1.0
Parent Coach	.5
Food program	.5
Program Coach	.2
Administrative Coordinator	1.0
Co-Directors	2.0
Special Projects Manager	.5
Care Manager	1.0
SpEd Coordinator (Seneca)	1.0
Mental Health Clinician	.4

Enrollment: 210  
ADA: 190



## Alternatives in Action

3666 Grand Ave. Suite A • Oakland, CA 94610

Phone: (510) 285-6290 • Fax: (510) 285-6294

# Memo

TO: Alternatives in Action Board of Directors

From: Phung Lai, Co-Director of Alternatives in Action High School

Date: 4/3//18

Re: Special Education Program Transition to El Dorado SELPA

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### **Recommendation:**

Staff leadership is recommending that the Governing Committee approve a resolution to the Alternatives in Action Board of Directors to apply for membership into the El Dorado Special Education Local Education Plan (SELPA) effective the 2018-2019 year.

### **Background:**

Alternatives in Action High School (AIAHS) adheres to all laws affecting individuals with special needs, including all provisions of the Individuals with Disabilities in Education and Improvement Act of 2004 (IDEIA) and its amendments, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA). All students are given equal access to the school, regardless of disabilities, and the school does not discriminate against any student based on their disabilities.

There are several options for charter schools to structure their special education program (please refer to the following link for more detail: <http://www.ccsa.org/operating/special-education/>)

Currently, AIAHS is part of the North Region SELPA through Alameda Unified School District; our status is “a school within the Alameda Unified School District” for the purpose of Special Education. In negotiating our charter renewal in the spring of 2016, AUSD made clear their preference that we shift our current status to join a Special Education Local Plan Area (SELPA) as an independent LEA and we included language in our charter to reflect our good faith intention to shift our status. Our approved charter for 2016-2021 states that “The Charter School will be its own local educational agency (“LEA”) and will apply directly for membership in a Special Education Local Plan Area (“SELPA”) in conformity with Education Code Section 47641(a). The Charter School will consider membership in the following SELPAs: Sonoma County and El Dorado.”

Staff are currently working on preparing the application for submission. The application process includes a formal interview and it is not guaranteed that we would be selected for admission.

## **Fiscal Implications**

AIAHS receives pass-through dollars currently through AUSD at a **rate of \$607 per ADA**. Our projected 2017-18 Special Education apportionment is \$101,369.

The funding rate through El Dorado SELPA will be lower based on a number of factors.

- There is a step-down contribution of charters for SELPA administrative fees (6% Yr1; 5% Yr 2, 4% Yr 3)
- Contribution into several risk pools (legal and programmatic)

Final allocations are based on analysis of apportionments to participating charters, unspent funds and contribution rates. Based on the funding model, we would project a **conservative ADA rate of \$525 per ADA**.

## **Risk & Administrative Responsibilities**

There is a shared risk in our current status as a “school within the district.” As we shift into serving as our own LEA, the organization does inherit the potential for more risk as well as more access over time to additional funds and services. AIAHS will be required to maintain a higher administrative oversight of special education SELPA responsibilities. It is difficult at this time to gauge the amount of administrative time these additional responsibilities will take. We are adjusting staff support in the 2018-2019 budget in anticipation of additional administrative tasks.

We have additional resources available to read about the process if you are interested. Please also feel free to email me in advance of the April 11<sup>th</sup> Governing Committee meeting if you have any questions.

**Problem Posing Protocol  
Alternatives in Action  
Governing Committee  
April 11, 2018**

Adapted from the National School Reform Faculty (<http://www.nsrffharmony.org/>)

**Purpose:** AIAHS leadership will raise a critical issue to the members of the governing committee in order to have a generative discussion and to get input from governing committee members on next steps.

**Outcomes:** Leaders will gain insight from committee members who will bring expertise from diverse fields and professional experiences in order to drive planning and actions.

Who is speaking?	Topic, prompts, and timing
Presenter speaks Group listens (silently)	<p><b>5 minutes: Overview of dilemma: staffing academic coach positions in the context of a teacher shortage (see 8.2 Memo on Hiring Dilemma)</b></p> <ul style="list-style-type: none"> <li>• <i>Why is this issue or dilemma critical for you right now?</i></li> <li>• <i>What groups or students are at the center (dominant) at your site and who is on the margins?</i></li> <li>• <i>Who does it impact and in what ways?</i></li> <li>• <i>What approaches or strategies have you already tried?</i></li> <li>• <i>What approaches or strategies might you try and why?</i></li> <li>• <i>What are possible outcomes (and for whom) of actions you have tried or considered?</i></li> <li>• <i>How can you move the dial toward more equitable outcomes for youth?</i></li> </ul>
Presenter & group speak	<p><b>3 minutes</b> Clarifying questions - ask only questions that provide clarity on the issue or that provide information necessary to discuss the problem/dilemma</p>

<p>Group speaks Presenter silent</p>	<p><b>8 minutes</b> Group reflects back what they heard and unpack the issue.</p> <p>I heard that _____ students are experiencing _____</p> <p>I heard that the teachers/ administrators...</p> <p>I heard that _____ is impacting _____</p> <p>I did not hear _____ _____ seems important</p>
<p>Presenter &amp; group speak</p>	<p><b>10 minutes</b></p> <p>Brainstorm possible next steps</p> <p>Have you tried...? What would happen if...? When I(we) faced a similar dilemma I(we)... One possibility is ...</p>
<p>Presenter speaks Group silent</p>	<p><b>4 Minutes</b></p> <p>Summarize new thinking Identify concrete next steps Identify “Champions” and support</p>

Takeaways: