



Time	Topic	Presenter(s)
2:00pm	<p><b>Welcome &amp; Agenda Review</b></p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>❖ Thank you for your time in coming here today. We know that you are busy and have so many competing interests. Thank you for all your leadership and all that you do to support our Latino/a/x and indigenous students. Our Chair Araceli sends her regrets that she was unable to come to our meeting today due to a family emergency.</li> </ul>	Susy
2:05pm	<p><b>Assistant Superintendent Updates</b></p> <p>OEDI Director will share high-level updates for the Advisory.</p> <p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>❖ On behalf of our assistant superintendent Deb Lange and our Director Mariana Praschnik-Enriquez, they want to express deep gratitude for all your time with the review of the legislative report and for all your leadership.</li> </ul>	Deb/Mariana/Susy
2:10pm	<p><b>EdNW Oregon English Learner Strategic Plan Survey</b></p> <p><b>Warm up question: <i>Question #1: What are some important values about multilingual learners that the final strategic plan should communicate?</i></b></p> <ul style="list-style-type: none"> <li>- Asset-Based Growth Mindset: They have much to offer to the culture, climate, background knowledge, and culturally responsive pedagogy.</li> <li>- My hope is that we value, see and provide each multilingual learner, no matter where they are located across our state, with ALL necessary tools and resources that will bring them educational success.</li> <li>- Identity, culture</li> <li>- I wish for us to have: Clear communication within all communities, mental health advocacy and psychoeducational courses/workshops, and an emphasis on teaching culture within clubs or coursework.</li> <li>- The word that comes to mind is opportunity. Being a multilingual learner creates opportunity not only for the learner, but for those who also interact with the multilingual learner.</li> <li>- A value I would love to see is the connection of different cultures and backgrounds.</li> <li>- Multilingual learners are general ed students first. They need to be embraced by all educators in our building. English Development must be an all day educational strategy and the responsibility of all content area teachers.</li> </ul>	<p>Karen Perez, EdNW</p> <p>Manuel Vazquez, EdNW</p> <p>Lymaris Santana, EdNW</p> <p>Jennifer Johnson, EdNW</p>

3:10pm	<p><b>Break</b></p> <p><b>5 minutes</b></p>	
3:15pm	<p><b>Legislative Report Input</b></p> <ol style="list-style-type: none"> <li>1. Overview</li> <li>2. Small groups comment in Google form</li> <li>3. Share out</li> </ol> <p><b>NOTES:</b></p> <p><b>Takeaways:</b></p> <ul style="list-style-type: none"> <li>● What’s coming up in a couple of areas, is that student representation is missing. Community representation is there, but student representation is hit and miss.</li> <li>● I would add that the parent voice is missing. We’ve talked about it, it’s not like we weren’t aware; however, I am not seeing this at all. <ul style="list-style-type: none"> <li>○ I am happy we have a community, but I think specifically the voice of parents needs to be included.</li> </ul> </li> <li>● I wanted to highlight something that I really appreciate on Page 5 where a visual is given of the growth, as it talks about the success and opportunities to get more funding. This combines numbers and stories which is powerful. I’d add that I’d love to see quotes as they add to the lived experience.</li> <li>● I see Jefferson County listed but not the county that I live in. I feel like we’re missing Deschutes and another county in Central Oregon. Can this be corrected?</li> <li>● How do we ensure when we get these funds, they go to all areas, including rural areas? When I look at the map, we missed a lot of opportunities there to really highlight rural communities and I take this as a learning opportunity. Looking at the state map support is all on one side. I hope that this can be adjusted and if it means inviting new people who can assist, I am open to that.</li> <li>● I also didn’t see anything in Hermiston, Umatilla: etc... so I agree with the above. Something I also noticed is that there are specific metrics and objectives that are supposed to be addressed but I don’t see those anywhere else. I would also be interested in the challenges that we’ve faced as that can help us redirect and better serve. And I’d be interested in new approaches and strategies that have been successful. What are the disparities? What impact have the parents had?</li> <li>● We appreciate all of this feedback and this prep before filling out the form so in that way we can get honest and constructive feedback.</li> <li>● If the legislature is reading this document, I would like them to see why partnering with nonprofits is key to growth. It’s important to</li> </ul>	Vice-Chair

	<p>elevate the WHY it's important to partner. Particularly elevating our rural (isolated) communities.</p> <ul style="list-style-type: none"> <li>● I have noticed there are many areas in Oregon with a Latino presence, but no advocates for this group. I am uncomfortable looking at that map where everything is West. What is happening in the Eastern part of the state?</li> <li>● Comment: In some reports we put pictures at the end to showcase a glimpse of the success to further answer our why. I wonder if there are any pictures grantees have shared that we could add to the report?</li> <li>● Take your time filling out the form.</li> </ul>	
3:50pm	<p><b>Wrap up and Next Steps</b>  <b>Next meeting date: February 20, 2024 (Advisory Group Learning and Dan Farley - Essential Skills)</b>  <b>NOTES:</b></p> <ul style="list-style-type: none"> <li>❖ We will revisit feedback given by the group in one of our earlier sessions. In addition, Assistant Superintendent Dan Farley will join us and come to talk about Essential Skills.</li> </ul>	Susy
4:00pm	<p>Closure  Next meeting will be on February 20th from 2-4pm. If you have any questions, please let us know how we can be of help.</p>	Susy