



this state. They need more support during this time, and it doesn't feel like they are getting their fair share of resources. The Latinx community has triple the number of students compared to other programs, and the amount of funding that has been allocated does not reflect the size or needs of our students.

- We need to really reflect on our equity lens, because we are missing the ball right now.
- This group shares a collective desire to ensure Oregon doesn't fail our children across all of the Student Success Programs. Our students are already behind, even before the pandemic. Thinking about the current political climate and future it's impossible to deny that Latino children are taking on a lot right now.
- This is a community call for action, not any sense of us vs them. We all need to do more for all of our students. Latino students make up more than 25% of the total student population.
- The Advisory Group would like to open an ongoing conversation to ensure Latino students and all students are given the supports they need to succeed. We need to continue a thoughtful and intentional dialogue to ensure all Oregon students succeed.
- Nonprofit leaders across the state are pillar organizations. They provide a trusted space for students and families.
- Forest Grove School District ELs Growth Overtime vs Achievement:
  - Students are growing, but the deficit in which they're starting is so deep that they are still not achieving. And that is not equitable.
- 2024-2025 Student Data Review
  - Showing care for students involves planning for students.
  - ODE is looking to get more quantitative data for students that participated in Latinx grantee programs. ODE currently has predominantly qualitative data.

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|  | <ul style="list-style-type: none"><li>• With the funding, overall reduction of ~50%, all grantees have already been notified.<ul style="list-style-type: none"><li>○ How are we educating grantees and communities as to how this allocation was determined? How is this being phrased so it doesn't come off as a punishment?<ul style="list-style-type: none"><li>▪ The impact of these cuts is deeply felt by our grantees. The cuts were not weighted by attendance, so funds were not allocated by population.</li></ul></li><li>○ This is a very large impact. How can we support our grantees as we put on our equity lens?</li><li>○ Is what we are doing currently enough? How can the Latinx AG support our students?</li><li>○ How does the Latinx allocation compare to the other program allocations? Not from the stance of wanting to take away funding from other communities, however it's undeniable that Latino students need more supports than ever. Staff and community members are being personally attacked across the state and are not being supported. What equity lens is being used? The allocations cannot be equal; that would not be equitable based on the increased challenges being faced by our community at this time.<ul style="list-style-type: none"><li>▪ When ODE moves into the space of allocating funds, who is at the table when decisions are made, and how are they informed about the needs of our community? Who is advocating for our students and how? Educators, buildings, and districts need to be aware that this is a whole new world that wasn't there before.<ul style="list-style-type: none"><li>• Our state legislators determine funding.</li><li>• Community members could reach out and advocate.</li><li>• ODE staff and Advisory Group members in their capacity as public servants cannot advocate to legislators in their official capacity, however as community members and members of the public they can advocate.</li></ul></li></ul></li></ul></li></ul> |  |
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	<ul style="list-style-type: none"> <li>○ This is not a time to prioritize one group over another. We need to lean on data and our equity lens to ensure all of Oregon students' needs are taken care of.</li> <li>○ Is there data from 2021-2023 that shows the efficacy of similar ideas? There are some districts that are able to compare and contrast efficacy data of similar programs. It would be a great start to create a sense of urgency and effectiveness with the limited funds we have.</li> <li>● We have qualitative data. We are reaching out to districts to obtain quantitative data regarding students being served by the Latinx grant. If we can track changes and present them to the legislature, it will create a stronger case for our programs. Now is the critical time as we are preparing our Legislative Report to submit to the legislature at the beginning of next year.</li> </ul>	
2:30 pm	<b>Community Connections</b>	Chair
3:05pm	<b>Break</b>	
3:10 pm	<b>Workday Updates/Account Set up</b>	Jenni Amado, Latinx SSP Team
3:25 pm	<b>Charter</b>  Review of the proposed draft 2025-26 Latinx Advisory Group Charter <ul style="list-style-type: none"> <li>● Noted: <ul style="list-style-type: none"> <li>○ Delete limit for number of members</li> <li>○ When members are reappointed for a second term, they will not need to submit new application materials before the recruitment deadline.</li> <li>○ Members who have served the maximum two terms must wait one year before they can reapply for a position on the advisory group and submit an application.</li> <li>○ Removal from the advisory group will occur when a member is absent for two (2) consecutive meetings unless prior notice is given to ODE staff</li> <li>○ Quorum will be reached when five (5) Latinx AG members are present</li> </ul> </li> </ul>	Susy Mekarski, Program Coordinator

3:35 pm	<b>Primer of Public Meeting Law</b>	Susy Mekarski, Program Coordinator
3:45 pm	<b>Legislative Report: Overview</b>	Susy Mekarski, Program Coordinator
3:55 pm	<b>Closing</b>	Chair/ Vice-Chair
4:00pm	<b>Meeting Adjourned. Next Meeting November 18th</b>	