



Time	Topic	Presenter(s)
2:00 pm	Welcome Gratitude to everyone for taking the time to be here today.	Susy Mekarski, Program Coordinator / Chair/ Vice-Chair
2:05 pm	Agenda Review	Susy Mekarski, Program Coordinator
2:05 pm	Ice Breaker	Vice-Chair
2:20 pm	Opening of Public Meeting	
2:20 pm	Agenda	Susy Mekarski, Program Coordinator
2:25 pm	Approval of the April Minutes Members motion to accept the minutes approved and passed	Susy Mekarski, Program Coordinator
2:30 pm	Grantee Visit: Columbia Gorge ESD Goal of grant funds is to build a sense of belonging among Latinx students <ul style="list-style-type: none">• Student listening sessions in South Wasco<ul style="list-style-type: none">◦ Success stories - a wealth of amazing stories• Dufer<ul style="list-style-type: none">◦ Challenges - parents were extremely receptive and open to sharing what it feels like to be Latino in a community where they are the minority<ul style="list-style-type: none">■ Facing long standing opposition in some cases■ Overcame weather challenges◦ Will be beginning the program over again next year learning from previous challenges• North Wasco<ul style="list-style-type: none">◦ Upcoming Family Day with OSU Juntos <ul style="list-style-type: none">• 70 students and families attended this event in May of 2025• Students and parent panel of current OSU students• Workshops on careers and university:Business, engineering, science, forestry, health and education• Financial aid and admissions workshop Outreach Leadership Institutes(OLI) II	CGESD Team

	<ul style="list-style-type: none"> ● 26 students attended the 4-day residential program OLI II during the spring break of 2025 at OSU <ul style="list-style-type: none"> ○ Advocates for causes they care about and learn how state government works ○ Build career and leadership skills ○ Collaborate on youth action teams to solve real-world issues and research programs and present actionable plans ○ Meet legislators and participate in mock hearings <p>Outreach Leadership Institutes (OLI) III</p> <ul style="list-style-type: none"> ● 15 students will attend this coming Friday-Saturday Explore careers in science, health, engineering, natural resources, agriculture, education, and the arts ● Meet college recruiters to learn about programs and financial aid ● Attend sessions with professionals from government and private sectors ● Discover in-demand jobs, internships, and career pathways <p>Entrepreneur Career Day with Poder</p> <ul style="list-style-type: none"> ● Overview of Chemeketa Community College offerings, degrees, admissions, and Oregon Promise ● Walking tour of historic downtown Woodburn and visit to PCUN to learn about the history of support and farmworkers ● Panel of entrepreneurs and Q&A ● Marketing interactive activity <p>Youth Listening Sessions - Final Session South Wasco and Convening Event</p> <ul style="list-style-type: none"> ● Leadership Final Session & Lessons Learned <ul style="list-style-type: none"> ○ Student reflections: <ul style="list-style-type: none"> ■ “I wish my school was more accepting of bilingual students, no matter their background.” ■ “I wish my school cared about us as people, not just as ‘Mexicans’. I want to be treated like everyone else and feel happy.” ■ “I have the power to impact others’ views, and as an upperclassman, I can teach and influence younger students.” ■ “I liked hearing from other students of color and knowing we are not alone.” 	
2:45 pm	<p>Conversation Time with CGESD</p> <p>Member discussion and feedback:</p> <ul style="list-style-type: none"> ● Lots of appreciation for the work being done 	CGESD Team

	<ul style="list-style-type: none"> ● Q: What if any changes have you seen to your program youth lately? <ul style="list-style-type: none"> ○ A: There actually hasn't been much change to the CGESD Latinx population compared to other areas in the state. We're very grateful it's been fairly stable. ● Making noise and being consistent is leading by example, giving students hope. This is important for kids to see from all adults regardless of background or ethnicity. ● These grant funds are so important, and there is such important work that is being done because of it 	
3:05 pm	Break	
3:10 pm	<p>Oregon Health Authority: Student Health Survey, Latinx Focus Data</p> <p>What is the Student Health Survey?</p> <ul style="list-style-type: none"> ● All public statewide school-based health survey ● 6th, 8th, and 11th graders ● Topics include: <ul style="list-style-type: none"> ○ Health and safety ○ Mental and behavioral health ○ School climate and culture ○ Substance use <p>SHS Recent Legislative Changes</p> <ul style="list-style-type: none"> ● 2023: House Bill 2656 was passed <ul style="list-style-type: none"> ○ Required that school districts must make the survey available for students ○ Changed to being conducted annually ○ Provide OHA with a position to support schools and districts with using youth survey data <p>Latinx participation on Student Health Survey</p> <ul style="list-style-type: none"> ● 2020: <ul style="list-style-type: none"> ○ 9,510 students identified as Latinx (6, 8, 11 graders) ○ 23% of all respondents ○ 41,995 total valid surveys ● 2022: <ul style="list-style-type: none"> ○ 9,917 students identified Latinx (6,8,11 graders) ○ 23% of all respondents ○ 45,599 total valid surveys ● 2024: Data for 2024 will be available early in summer! <p>Mental and emotional health:</p> <ul style="list-style-type: none"> ● 6th and 8th grades tended to report better general mental health 	OHA Lead

	<p>than 11th graders</p> <p>Were there any unmet mental health needs?</p> <ul style="list-style-type: none"> • Among students in Oregon who identified as Latino/a, both grades reported having their emotional and mental health needs met <p>GOAL 1: <i>OBJECTIVE: Address the disproportionate rate of disciplinary incidents involving Latino/a/x and Indigenous* students compared to all students in the education system.</i></p> <ul style="list-style-type: none"> • Mental Health <ul style="list-style-type: none"> • Invest in support services and support staff to better meet the needs of students and educators. • Research shows that access to high-quality and adequate support services is associated with fewer incidences of student behavior issues and lower rates of suspensions. (Learning Policy Institute). • Building Relationships and School Climate <ul style="list-style-type: none"> • Restorative practices prioritize building positive relationships between students and educators, fostering a sense of community, and teaching students how to resolve conflicts. (Learning Policy Institute) • Addressing Underlying Issues <ul style="list-style-type: none"> • Instead of focusing solely on punishment, restorative practices aim to address the root causes of behavior, such as trauma, mental health concerns, or learning disabilities. (Center for Disease Control and Prevention). <p>Objective: Address the disproportionate rate of disciplinary incidents involving Latino/a/x and Indigenous students compared to all students in the education system</p> <ul style="list-style-type: none"> • All grades reported high levels of belief that adults respect people from other backgrounds at their school • All grades reported high levels in feelings of safety at school <p>GOAL 1: <i>OBJECTIVE: Support Latino/a/x and Indigenous* students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance.</i></p> <ul style="list-style-type: none"> • Mental Health: <ul style="list-style-type: none"> • Academic success in ninth grade requires support for healthy social and emotional development. (State Board of Educations) • Positive relationship among peers: <ul style="list-style-type: none"> • Students who have close, supportive friendships and a strong sense 	
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	<p>of peer belonging tend to experience fewer academic and emotional difficulties during the transition to high school. (<u>State Boards of Educations</u>)</p> <ul style="list-style-type: none"> • Positive relationships with teachers: <ul style="list-style-type: none"> • Equally important are positive, supportive relationships with teachers. (<u>State Boards of Educations</u>) <p>OBJECTIVE: Support Latino/a/x and Indigenous* students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance.</p> <ul style="list-style-type: none"> • grades having a trusted and safe person to go to outside of school <p>Objective: Address the disproportionate rate of disciplinary incidents involving Latino/a/x and Indigenous students compared to all students in the education system</p> <ul style="list-style-type: none"> • 8th and 11th grades tend to report more uncertainty that someone at school cares about them than 6th grade <p>Support Latino/a/x and Indigenous* students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance.</p> <ul style="list-style-type: none"> • All grades tended to have more uncertainty or low levels of belief that they can work out their problems • 6th and 8th grades tended to report more uncertainty when asked if they can do most things if they try <p>GOAL 1:</p> <p>OBJECTIVE: Increase the engagement of students in educational activities before and after regular school hours</p> <p>To increase community engagement among youth, supportive factors include</p> <ul style="list-style-type: none"> • creating opportunities for involvement, • fostering intergenerational collaboration, and • providing meaningful experiences. <p>OBJECTIVE: Increase the engagement of students in educational activities before and after regular school hours</p> <ul style="list-style-type: none"> • 8th and 11th grades tended to report more uncertainty when asked if they volunteer to help others in their community 	
3:35 pm	OHA Question/Answer Time	OHA/ Chair/ Vice-Chair
3:40 pm	Overview of 2025 Latinx Advisory Group Application	Susy Mekarski, Program Coordinator
3:50 pm	Review and Feedback: Latinx Advisory Group Application	Latinx Advisory

3:55 pm	Updates	Susy Mekarski, Program Coordinator
3:58 pm	Closing	Chair/ Vice-Chair
4:00pm	Meeting Adjourned. Next Meeting June 17th, 2-4PM	
<p>Members Present: Amanda Boman-Mejia, Javier Calderon, Mirna Loreli Cibian, Rutila Galvan, Osvaldo Garcia-Contreras, Abdi Lopez, Abraham Magana, Guadalupe Quinn, Arcema Tovar</p> <p>Members Absent: Rebecca ARce, Isabella Baldisseri, Silvana Balladares, Cynthia Carmina Gomez, Frida Nicole Cruz Ochoa, Elena Espinoza, Karina Guzman Ortiz, Kelsey Nava-Costales, Claudia Nunez, Norma Ramirez Gonzales, Nazario Rivera, Rudyane Rivera-Lindstrom, Karina Smith</p> <p>ODE Staff Present: Susan Mekarski, Jenni Amado</p>		