



## Latinx Advisory Group Monthly Meeting

January 20th, 2026

2:00 – 4:00 pm

Time	Topic	Presenter(s)
2:00 pm	<b>Welcome</b>	Program Coordinator / Chair / Vice-Chair
2:05 pm	<b>Agenda Review</b>	Program Coordinator
2:10 pm	<b>Community Connections</b> <ul style="list-style-type: none"><li>• Vice-Chair announced this will be their last meeting as they lean further into their full-time work. This timeline was also in line with their letter of appointment.<ul style="list-style-type: none"><li>○ Even though they will not be in this space officially, they will still be ingrained in this work and likely reaching out to members to continue this work in other capacities.</li><li>○ Deep appreciation and gratitude for their contribution to this Advisory Group; their presence will be noticed and missed.</li></ul></li><li>• Chair also announced that this will be their last year serving on the group as their term is ending at the end of the 25-26 SY.<ul style="list-style-type: none"><li>○ Call of action to the group to work together, create unity through community as we are stronger together.</li></ul></li><li>• Reflecting on Cesar Chavez and his leadership regarding the example he set and how we can draw inspiration from his work.<ul style="list-style-type: none"><li>○ Group discussion regarding what leadership challenges that he faced spoke to members.<ul style="list-style-type: none"><li>▪ Holding close to the idea of building alliances and banding together in order to achieve lasting change.</li><li>▪ Leaving baggage of ego at the door to focus on the community, holding up others.</li><li>▪ He was very strategic in the way he went about creating peaceful awareness, and it was both effective and inspiring.</li><li>▪ Remembering that change isn't always easy or quick; his work spanned decades. Keep in mind the time that change requires.</li><li>▪ Bravery in knowing when to speak up, even if those around you may not reflect your same background</li></ul></li></ul></li></ul>	Chair / Vice-Chair

	<p>or views.</p> <ul style="list-style-type: none"> <li>▪ History is valuable, although there have been lots of changes over the decades since Chavez. Using Covid as an example, here will be no “going back”. It’s important to stay focused on moving towards the future.</li> <li>• Open position for Latinx Advisory Group Vice-Chair <ul style="list-style-type: none"> <li>○ Role and responsibilities outlined in the Latinx Charter</li> <li>○ Latinx vice-Chair application is now open for members to volunteer or nominate other members <ul style="list-style-type: none"> <li>▪ Applications due by Feb 16<sup>th</sup></li> <li>▪ If you’d like to nominate another member, please do so by Feb 11<sup>th</sup></li> </ul> </li> </ul> </li> </ul>	
2:45 pm	<b>Opening of Public Meeting</b>	
2:40 pm	<b>Agenda Review</b>	Program Coordinator
2:42 pm	<b>2026 Legislative Report: Update</b>	Program Coordinator
2:45 pm	<b>Feedback Request</b> <ul style="list-style-type: none"> <li>• Requesting feedback regarding changes to two administrative rules clarifying school/district requirements for services to support EL students and their families. <ul style="list-style-type: none"> <li>○ Including: translation, interpretation, and instructional requirements.</li> </ul> </li> <li>• Oregon currently has laws that prohibit discrimination <ul style="list-style-type: none"> <li>○ This rulemaking clarifies Oregon’s nondiscrimination laws requiring districts to provide services for English Learner students and interpretation and translation services for English Proficient families and communities. <ul style="list-style-type: none"> <li>▪ “Discrimination” means any act that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, sexual orientation or gender identity.” -OAR 581-021-0045</li> </ul> </li> </ul> </li> </ul>	ODE Civil Rights Education Specialist

- Background:
  - We have been contacted about growing concerns from schools, families and community members that due to changes in federal interpretation of the law and funding, our multilingual (EL) students and their families may not receive appropriate services or interpretations and translations.
  - This amendment clarifies the obligations of schools and districts through Oregon law as well as through federal court decisions.
  - Simply put:
    - Oregon law prohibits denying aid, benefit or service to a protected class
    - Translation and interpretation are necessary to access aids, benefits or services
    - Lack of translation or interpretation effectively denies aid, benefit or service
- Need for Rulemaking:
  - Schools should already be implementing these rules. However, we continue to receive questions that indicate there is a need for clarity.
  - Examples of recently received questions:
    - Do districts need to provide interpretation/translation services other than special education?
    - Do districts need to translate report cards?
- Summary of Rule Language – OAR 581-021-0045
  - OAR 581-021-0045 Three Major Components:
    - Districts must enroll all eligible students; and
    - Provide interpretation services for vital information communicated orally or translation services for vital information in writing; and
    - Ensure EL students have meaningful access to appropriate instruction
  - Appropriate Instruction Includes:
    - Educational approaches that are recognized as sound by experts or considered legitimate experimental strategies;

- Assigning licensed or credentialed teachers trained in strategies effective for EL students; and
- Demonstrating success
- Feedback Themes:
  - Appreciation and support
  - Concerns around funding and fiscal impact
  - Concerns around clarity of definitions
- Changes to Rule in Response to Feedback:
  - **We received concerns around:**
    - The definition of “vital information” specifically about what was “called to the attention” of English-speaking individuals
    - What needs to be proactively versus individually translated/interpreted
  - **In response, we clarified definitions, largely mirroring past federal guidance and other existing OARs:**
    - c) Vital information means any information that:
      - Regards an effect on a person’s substantive rights;
      - Notifies a person about rights or services;
      - Tells a person how to respond to district processes, decisions and determinations;
      - Is needed to fully participate in educational programs or services; or
      - regards a program, service, or activity that is called to the attention of English-speaking persons.
    - b) Provide interpretation services for vital information communicated orally and translation services for vital information communicated in writing to Limited English Proficient students, families, and community members when:
      - Those students, families, and community members speak a language that is commonly spoken in the community; or
      - If a student, family, or community member’s preferred language is not a language that is commonly spoken by the community, as otherwise deemed necessary through the

use of a home language survey, self-identification, or other means.

- Appropriate Instruction Includes:
  - Educational approaches that are recognized as sound by experts or considered legitimate experimental strategies;
  - Assigning licensed or credentialed teachers trained in strategies effective for EL students; and
  - Demonstrating success
- Survey: This survey will gather feedback to help us refine the rules, and your responses will be anonymous.
  - The survey should take less than twenty minutes to complete.
- Equity Impact Analysis:
  - These rules are specifically designed to address inequity in systemically marginalized populations. Oregon has had a largely stable population of about 100,000 English learners (former, monitored, and current) over the past several years. Oregon has 197 school districts, and 80 percent of them are serving students designated as English learners.
  - Ensuring that Oregon continues to provide appropriate instructional opportunities for EL students is therefore key to supporting the development of student identity, belonging, and opportunity. Board action in adopting these rules helps ensure meaningful educational access for all students and their families.
  - Although Oregon already has nondiscrimination laws, this amendment provides needed clarification for schools and districts in supporting both EL students and their families.
- Group feedback / discussion:
  - How will the quality or integrity of these services be monitored? There have been instances where the staff assigned aren't truly bilingual or aren't bicultural.
    - With the passing of these rules, there will be associated training and documentation provided. If these aren't adhered to them, it would be applicable for a discrimination case.

3:31 pm	<p><b>Office of Indian Education Presentation: American Indian/Alaskan Native SSP</b></p> <p>The Office of Indian Education at ODE is honored to share the 2025-2030 American Indian/Alaska Native Student Success Plan with our esteemed relatives on the Latinx SSP Advisory Group to promote understanding of the Plan, and the successful strategies implemented by the Office of Indian Education to improve AI/AN student success.</p> <ul style="list-style-type: none"> <li>● Background info: <ul style="list-style-type: none"> <li>○ For those who don't know, there are 6 Student Success Plans, serving American Indian/Alaska Native students, African American/Black students, Latino, Latina, Latinx students, LGBTQ2SIA+ students, Native Hawaiian and Pacific Islander students, and Immigrant and Refugee Students.</li> <li>○ Each of these programs has 1-2 coordinators who support their respective Grant Program and Advisory Group.</li> </ul> </li> <li>● 2025-2030 American Indian/Alaska Native Student Success Plan Goals <ul style="list-style-type: none"> <li>○ Champion Tribal Languages</li> <li>○ Address Inequity in Native Student Data</li> <li>○ Pursue Native Excellence</li> <li>○ Cultivate Holistic Systems of Support</li> <li>○ Center Culturally Responsive Approaches</li> </ul> </li> <li>● How you can use this plan in your role: <ul style="list-style-type: none"> <li>○ Use the goals &amp; objectives as a guide for professional development, strategic planning, and student support initiatives.</li> <li>○ Apply the statutory alignment to ensure school district policies meet compliance requirements.</li> <li>○ Adapt the objectives to fit your department's internal mission and vision.</li> <li>○ Partner with Tribes &amp; key agencies to strengthen student success and cultural responsiveness.</li> </ul> </li> <li>● Goal 1: Champion Tribal Languages <ul style="list-style-type: none"> <li>○ Uplift and Amplify Tribal Language Revitalization Efforts</li> <li>○ Strengthen and Provide Holistic Support for Licensed Tribal Language Teachers and District Tribal Language Programs</li> </ul> </li> </ul>	Native American Student Success Plan Coordinator
---------	--	--

- Support Districts with AI/AN+Multilingual Learners (MLLs)
- Goal 2: Address Inequity in Native Student Data
  - Advance Equitable Identification of AI/AN Students
  - Address Disparate Identification of Native Students in Special Education
  - Increase Representation in Talented and Gifted Programs
  - Address Disparities in Discipline, Suspensions, Expulsions, and Pushouts
- Goal 3: Pursue Native Excellence
  - Expand Culturally Responsive Literacy Practices
  - Strengthen Collaboration with Tribes and Families to Support Early Literacy
  - Improve Graduation Rates Through Increased Enrollment in Career Connected Learning (CCL) and Career and Technical Education (CTE)
  - Increase Enrollment in CCL and CTE
  - Heighten Urgency that High School is the Foundation for Success in Post-Secondary Education
- Goal 4: Cultivate Holistic Systems of Support
  - Leverage Key Legislation in Support of Native Success
  - Honoring Educational Sovereignty through Tribal Consultation
  - Invest in Targeted Programs Designed to Increase Outcomes for Native Students
- Goal 5: Center Culturally Responsive Approaches
  - Center Native Student Voices
  - Promote the Use of Culturally Appropriate Frameworks, Tools, and Practices to Support Native Youth Mental Health and Well-Being
  - Provide Support to Educators to Successfully Implement Tribal History, Shared History Lesson Plans
  - Continued Tribal History/Shared History Lesson Plan Development and Curriculum Updates
  - Promote the Implementation of Tribal Curriculum to further Supplement THSH History Lesson Plans

3:50 pm

**Updates**

Program Coordinator

3:55 pm	<b>Closing</b>	Chair / Vice-Chair
4:00 pm	<b>Meeting Adjourned. Next Meeting February 17, 2026</b>	
<b>Members Present:</b> Member Alejandrez, Member Delgado, Member Arce, Member Bazen-Espain, Member Boman-Mejia, Member Calderon, Member Romero, Member Cibrian, Member Galvan-Rodriguez, Member Garcia-Contreras, Member Guzmán Ortiz, Member Magana, Member Monroy-Mota, Member Ortiz-Chavolla, Member Quinn, Member Tovar, Member Balladares		
<b>Members Absent:</b> Member Avila, Member Baldisseri, Member Gomez, Member Cruz Ochoa, Member Espinoza, Member Juarez, Member Nava-Costales, Member Nunez, Member Ramirez Gonzalez, Member Rivera, Member Rivera-Lindstrom, Member Smith		
<b>ODE Staff Present:</b> Susy Mekarski, Jenny Donovan, Jenni Amado, Hilary Mankofsky, Karin Moscon, Renee Roman Nose		