



## Latinx Advisory Group Monthly Meeting

May 19<sup>th</sup>, 2026

2:00 – 4:00 pm

Time	Topic	Presenter(s)
2:00 pm	<b>Welcome</b>	Susy Mekarski, Program Coordinator / Chair
2:05 pm	<b>Agenda Review</b>	Susy Mekarski, Program Coordinator
2:05 pm	<b>Community Connections</b>	Chair
2:30 pm	<b>Opening of Public Meeting</b>	
2:40	<b>Chair Election</b> Group unanimously approved of making the nominated Member Nunez the Advisory Group Chair. Congratulations to our new Latinx SSP AG Chair!	Susy Mekarski, Program Coordinator
2:45 pm	<b>Pausa de cinco (5) minutos</b>	
2:50 pm	<b>Feedback on Oregon’s Framework for Comprehensive School Counseling Programs</b> Grounded in ODE’s Equity Stance Engagement Purpose: <ul style="list-style-type: none"> <li>• Seeking your input and insights to help shape Oregon’s Framework for Comprehensive School Counseling Programs and to inform the implementation guidance that will follow</li> </ul> State Framework vs State guidance: <ul style="list-style-type: none"> <li>• State framework: compass – defines direction and destination               <ul style="list-style-type: none"> <li>○ Defines why and what</li> <li>○ Established statewide expectations, standards, and a foundation that all districts and schools align to.</li> </ul> </li> <li>• State Guidance (Map &amp; Luggage – helps districts navigate the journey)</li> </ul>	Dr. Beth Wigham, Career and College Readiness & School Counseling Systems Specialist

- Helps districts and schools implement locally
- Translates the framework's expectations into implementation strategies, timelines, tools, templates, and exemplars that reflect local context and capacity

CSCP Framework Revision Panel Timeline:

- Oct 2025- Apr 2026: CSCP Framework Revision Panel
- Apr – May 2026: Framework Engagement & Focus Groups
- May 7: ORCA First-read
- May 21: SBE First-read
- June 4: ORCA Second-read
- June 18: SBE 2<sup>nd</sup> read/adoption
- Summer 2026: Implementation guidance and resources

Engagement Strategy:

- CSCP Framework Revision Panel
- ODE & TSPC Partners
- Student Success Plan & Community Partners
- Youth Advisory Committees
- Districts, schools, and ESDs
- State Associations – counseling professions
- Education Preparations Programs

Main Changes in Updated Framework:

- Component name shifts:
  - Foundation > define
  - Delivery > deliver
  - Management > manage
  - Accountability > assess
- Moved implementation into a separate guidance doc
- Data categories include:
  - Participation data
  - CSC student standards data
  - Achievement data
- Services and supports organized and delivered through a multi-tiered and multi-domain approach
- Incorporated law and rule language on counseling personnel

	<p>allowed to design, deliver, and implement a program</p> <ul style="list-style-type: none"> <li>• More alignment to district and school improvement efforts</li> <li>• Alignment with ASCA National Model and three developmental domains</li> </ul> <p>Asking AG to please provide feedback on the Framework Draft</p> <ul style="list-style-type: none"> <li>• Review &amp; feedback length: ~20-30 min</li> <li>• Feedback closes: Sunday, May 31<sup>st</sup></li> <li>• Who can respond: Educational and community partners</li> </ul> <p>Member Discussion:</p> <ul style="list-style-type: none"> <li>• What about incarcerated youth? Is there any information available or data pertaining to those populations? <ul style="list-style-type: none"> <li>○ That would be great feedback to submit.</li> </ul> </li> </ul> <p>Hopes for the framework, families and schools:</p> <ul style="list-style-type: none"> <li>• Incorporation of restorative practices with students and how that can bridge a deficit mindset into a growth mindset.</li> <li>• Incorporate more student voice as a whole.</li> </ul>	
3:15 pm	<p><b>MESD/Bridges, Latinx Grantee Presentation</b></p> <p>East County Bridges, a program of MESD</p> <ul style="list-style-type: none"> <li>• Multnomah Education Service District (MESD) is a regional service district that supports 8 component school districts and provides the education services for special student populations <ul style="list-style-type: none"> <li>○ Examples: incarcerated youth, hospitalized students, alternative education students, homeschool. And specialty positions such as RN's and school health assistance</li> </ul> </li> <li>• MESD provides services throughout Oregon supporting students with unique educational needs</li> </ul> <p>MESD Bridges: Bridges programs support educational transitions and outcomes for students who have been disengaged from school via educational disruption. Bridges Transition Specialists work with students to (re) engage and provide re-entry services as they transition</p>	Sidonia Simpson, MESD/Bridges Team Lead

to their educational setting

- JDEP Bridge Programs: The passage of SB 152 formally expanded the definition of appropriate education for children in detention to include transition services, leading to the creation of facility-specific programs
  - Baker Bridges
  - Donald E. Long (DEL) Bridges
- East County Bridges: ECB supports students across the region through our re-engagement program, which works directly with youth to reconnect them to school and opportunities. And through the ECB Collaborative, where we partner with districts, community-based organizations, and agencies to improve systems and expand access to youth services
  - (Re)engagement
    - We (re)connect students with the right district, improve engagement and outcomes, and simplify the educational system for students and families so that they can take charge of their education and future.
  - Culturally Responsive Programming
    - Puente Hacia El Futuro
    - Bridging Island Futures
    - Bridging Global Futures
  - East County Bridges Collaborative
    - A coordinated system wide network that breaks down silos and strengthens partnerships across sectors by aligning resources and identifying gaps and solutions
- Bars to Bridges (B2): Our inaugural Bridges program, B2B laid the foundation for the broader bridges mode. B2B is one of the first recipients of the HB 2016 grant. B2B is designed to serve Black, African American, and multiracial justice-impacted student, centering advocacy, reengagement, and pathways to education and community connection.
- HerPath Girls Groups: Cohort-based program for at-risk girls using evidence-based Girls Circle curriculum to build self-confidence, connection and life skills. It provides a safe, supportive space for participants to develop positive peer

relationships, reflect on their experiences, and strengthen their sense of identity and future goals.

- HSP/LTCT Bridges: Serve youth who've been hospitalized or in subacute treatment and help their reentry from medical settings back into school or explore education options.
  - Hospital School Program (HSP)
  - Long Term Care and Treatment (LTCL)

ECB (Re)engagement Process: (Re)engagement is not always a linear process. The following steps are taken by the ECB team as they work alongside students to success. The follow up process is intentionally designed to follow up to students who may disengage throughout the process.

- Youth Assignment
- Connection and rapport building
- Goal planning
- Barrier Removal
- Student Success & follow up

#### ECB Numbers (2024-2025)

- Reasons for disengaging from school:
  - Social (not bullying)
  - Home life
  - Disciplinary
- Reasons for entering:
  - Family support
  - Culturally relevant programming
  - Academic and career coaching
  - HS diploma completion options
- 2023-2024:
  - Attended: 69%
  - Did not attend: 25%
  - Graduated: 3%
  - Enrolled but did not attend: 3%
- 2024-2025:
  - Attended: 64%
  - Did not attend: 25%
  - Graduated: 7%

- Enrolled but did not attend: 4%
- 104 youth who identified as Latinx had personal outreach for reconnection or individual case management
- 69 youth were served on a caseload

Community Events:

- At ECB Community Connection event, a group of high school students shared their interest in pursuing careers in the automotive industry. Thanks to intentional planning and partnerships, we invited representatives from Mt. Hood Community College's Automotive Program to attend and engage directly with youth.
- MHCC's automotive instructor also brought student rep's who shared their own journeys into the trades, offering reliable, first-hand insight into what the program entails. Our youth participants had the opportunity to ask questions, hear about different career pathways within the field, and begin to envision themselves in similar roles. The MHCC reps provided brochures, program requirements, and contact info and offered to follow up with any students interested in vesting the program or speaking with an instructor.

Individual Support:

- EB is a youth currently working with ECB who was originally referred by NW Family Services in March 2023 due to struggles with English classes and school engagement. Support has included academic guidance, connection to community resources, library access, prosocial activities, and CTE opportunities such as carpentry and Next Gen programs. After disengaging in fall 20223, the family reconnected in Jan 2024 as ongoing school and district transfers contributed to falling behind on credits.
- Throughout the current school year, ECB has continued providing consistent support focused on attendance, motivation, emotional regulation, graduation planning, and future goals. EB currently has 2.83 credits remaining and is expected to graduate this spring. He has expressed interest in owning a taco truck business and potentially attending business school after

graduation. Despite fluctuating engagement, EB remains connected to supportive services and continues making progress toward graduation and long-term goals.

Trips and field trips to places such as Portland Art Museum visits to bring in culture, art and fun adds rapport to the “bank” which comes in helpful when working with students going through difficult circumstances.

This program actually works across the state, not just in Multnomah

- If a student begins the program and then moves out of the area, support is continued and local connections are made
- Students who are transferred due to incarceration are supported within the program

Member Discussion:

- Do you offer Personal Development opportunities for staff? This sounds like incredible work and skills that more people should be learning
  - With the HerPath Programming, there is a Community of Practice that will continue next year. Funding wise it’s difficult to create additional avenues or opportunities at this time. On the website there’s a few helpful guides that could be expanded upon and then shared out.
  - MESD is always looking for local partners to assist with wraparound support and warm handoffs.
- How can people/organizations partner with you? Sometimes it can be difficult to help families, because information can come off as threatening. How can districts partner with you to offer support to students and families?
  - When this organization began, districts needed a way to connect support across regions and district lines. Pointing out to districts that using these programs yields a better ROI as more students in seats increase funding. Always available to sit down and iron out more creative ways to encourage schools and districts to engage with this program and provide more extensive support for students.

	<ul style="list-style-type: none"> <li>○ YDO grantees are also doing some really great work, reach out depending on what area you're located in.</li> <li>● Members voiced that they have worked with his program and staff previously, and the support and community-based approach has been incredibly helpful. Lots of gratitude for the work that they are doing. Programming and trust are extremely valuable, especially when working with families.</li> </ul>	
3:50 pm	<p><b>Start of review and update to Goal One of the Latinx SSP</b></p> <p>Asking all members to please read the 6 pages of Latinx SSP Goal 1 before the June monthly meeting</p> <ul style="list-style-type: none"> <li>● Will be discussing: <ul style="list-style-type: none"> <li>○ What are the strengths of the Latinx community in terms of education?</li> <li>○ What are the needs of the Latinx community in terms of education?</li> <li>○ What are the education priorities for the Latinx community?</li> </ul> </li> </ul>	Susy Mekarski, Program Coordinator
3:55 pm	<b>Updates</b>	Susy Mekarski, Program Coordinator
3:55 pm	<b>Closing</b>	Chair
4:00 pm	<b>Meeting Adjourned. Next Meeting June 16, 2026</b>	
<p><b>Members Present:</b> Member Alejandrez, Member Amaral Delgado, Member Arce, Member Boman-Mejia, Member Calderon, Member Chavez Romero, Garcia-Contreras, Member Guzmán Ortiz, Member Magana, Member Monroy-Mota, Member Nunez, Member Quinn, Member Tovar</p> <p><b>Members Absent:</b> Member Avila, Member Bazen-Espain, Member Cruz Ochoa, Member Espinoza, Member Galvan-Rodriguez, Member Juarez, Member Nava-Costales, Member Ortiz-Chavolla, Member Ramirez Gonzalez, Member Ramos, Member Rivera, Member Rivera-Lindstrom, Member Smith</p> <p><b>ODE Staff Present:</b> Susy Mekarski, Jenni Amado</p>		