



# Latino/a/x & Indigenous\* Advisory Group Meeting

March 21, 2023

# Agenda

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1. Welcome & Agenda Review

2. Legislative Update

3. Advisory Membership Letter of Intent Feedback

4. Initial Proposals For Updating OMB's Race and Ethnicity Statistical Standards

5. Director of ODE Search Discussion

6. Grantee Presentation

7. Announcements & Closing



# Legislative Update

# Legislative Updates

- ODE Leadership presenting to Joint Ways and Means
- **HB 3144** - NH/PI Student Success Plan - amendments introduced, referred to Ways and Means
- **HB 3288** - uniform standards related to collection of specified data - public hearing held
- **SB 658** - Pilot program to fund schools to support homeless youth, referred to Ways and Means
- **SB 575** - Students w/ Disabilities Success Plan, public hearing held



# Advisory Membership Update

# Letter of Intent Feedback

- Please review updates to the Letter of Intent
- Updates to language for clarity
- Added questions about immigration history, English Learner history, Migrant student history (*only to ensure we are meeting statutory requirements*)
- Review and provide feedback by March 24

# Advisory Membership Update Plan

## Timeline & Next Steps:

- **Today:** Review and revise Letter of Intent and give feedback by March 24
- **April:** Outreach and recruitment of new Advisory members
- **May:** Review and select new Advisory members

# Advisory Membership Update Plan

## Timeline & Next Steps:

- **June:** Outreach and orientation with new Advisory members
  - *16 member Advisory Group*
- **July-Aug:** Planning for September Retreat (in-person)
- **September:** Annual Latinx Advisory Retreat





# Initial Proposals For Updating OMB's Race and Ethnicity Statistical Standards

# 1997's SPD 15

## Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity

### Two-Questions Format for Self-Response with Minimum Categories

#### Are you Hispanic or Latino?

- No, not Hispanic or Latino
- Yes, Hispanic or Latino

#### What is your race? *Select one or more.*

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Note: SPD 15 does not dictate the order in which the minimum categories should be displayed on Federal information collections. Agencies generally order alphabetically, as shown here, or by population size.



#### 1. Categories and Definitions

The minimum categories for data on race and ethnicity for Federal statistics, program administrative reporting, and civil rights compliance reporting are defined as follows:

*American Indian or Alaska Native.* A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

*Asian.* A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

*Black or African American.* A person having origins in any of the black racial groups of Africa. Terms such as "Haitian" or "Negro" can be used in addition to "Black or African American."

*Hispanic or Latino.* A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race. The term, "Spanish origin," can be used in addition to "Hispanic or Latino."

*Native Hawaiian or Other Pacific Islander.* A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

*White.* A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

# Current Federal Register Notice – Initial Proposal 1

## *Question Format*

### Collect race and ethnicity information using one combined question.

- The Working Group proposes that SPD 15 move from the two separate questions format to a single combined question as the required design for self-reported race and ethnicity information collections.
- Employing a new combined question design may take significant time and resources for some surveys and information collections to implement.
- Flexibilities should be allowed for agencies dependent on aggregate data, data that are not self-reported, or data from non-Federal providers.

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# Current Federal Register Notice – Initial Proposal 3

## *Collecting Detailed Race and Ethnicity Data*

### **Require the collection of detailed race and ethnicity categories by default.**

- The Working Group proposes that SPD 15 require data collection on race and ethnicity at the detailed category levels.
- Unless an agency determines that the potential benefit of the detailed data would not justify the additional burden to the agency and the public or the additional risk to privacy or confidentiality. In those cases, agencies must at least use the SPD 15's minimum categories.
- In any circumstance, agencies are encouraged to collect and provide more granular data than the minimum categories.

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# Current Federal Register Notice – Initial Proposal 3

## Collecting Detailed Race and Ethnicity Data

### Proposed Example for Self-Response Data Collections: Combined Question with Minimum and Detailed Categories

- Represents one of potentially several options for establishing a consistent approach to collecting more detailed data, with the minimum categories disaggregated by country of origin
- Chosen by the Working Group because it reflects the approach that performed best of the options tested by the Census Bureau prior to the 2020 Census
- Country of origin options reflect the most common countries of origin in the U.S. for each minimum category

What is your race or ethnicity?  
Select all that apply AND enter additional details in the spaces below.  
Note, you may report more than one group.

- WHITE – Provide details below.
- |                                  |                                 |                                  |
|----------------------------------|---------------------------------|----------------------------------|
| <input type="checkbox"/> German  | <input type="checkbox"/> Irish  | <input type="checkbox"/> English |
| <input type="checkbox"/> Italian | <input type="checkbox"/> Polish | <input type="checkbox"/> French  |
- Enter, for example, Scottish, Norwegian, Dutch, etc.

- HISPANIC OR LATINO – Provide details below.
- |                                                      |                                       |                                    |
|------------------------------------------------------|---------------------------------------|------------------------------------|
| <input type="checkbox"/> Mexican or Mexican American | <input type="checkbox"/> Puerto Rican | <input type="checkbox"/> Cuban     |
| <input type="checkbox"/> Salvadoran                  | <input type="checkbox"/> Dominican    | <input type="checkbox"/> Colombian |
- Enter, for example, Guatemalan, Spaniard, Ecuadorian, etc.

- |                                           |                                    |                                  |
|-------------------------------------------|------------------------------------|----------------------------------|
| <input type="checkbox"/> African American | <input type="checkbox"/> Jamaican  | <input type="checkbox"/> Haitian |
| <input type="checkbox"/> Nigerian         | <input type="checkbox"/> Ethiopian | <input type="checkbox"/> Somali  |
- Enter, for example, Ghanaian, South African, Barbadian, etc.

- ASIAN – Provide details below.
- |                                     |                                   |                                       |
|-------------------------------------|-----------------------------------|---------------------------------------|
| <input type="checkbox"/> Chinese    | <input type="checkbox"/> Filipino | <input type="checkbox"/> Asian Indian |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Korean   | <input type="checkbox"/> Japanese     |
- Enter, for example, Pakistani, Cambodian, Hmong, etc.

Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Tribal Government, Tlingit, etc.

- MIDDLE EASTERN OR NORTH AFRICAN – Provide details below.
- |                                   |                                   |                                   |
|-----------------------------------|-----------------------------------|-----------------------------------|
| <input type="checkbox"/> Lebanese | <input type="checkbox"/> Iranian  | <input type="checkbox"/> Egyptian |
| <input type="checkbox"/> Sudan    | <input type="checkbox"/> Moroccan | <input type="checkbox"/> Israeli  |

- NATIVE HAWAIIAN OR PACIFIC ISLANDER – Provide details below.
- |                                          |                                 |                                      |
|------------------------------------------|---------------------------------|--------------------------------------|
| <input type="checkbox"/> Native Hawaiian | <input type="checkbox"/> Samoan | <input type="checkbox"/> Chamorro    |
| <input type="checkbox"/> Tongan          | <input type="checkbox"/> Fijian | <input type="checkbox"/> Marshallese |
- Enter, for example, Palauan, Tahitian, Chuukese, etc.

***American Indian or Alaska Native:*** includes all individuals who identify with any of the original peoples of North, Central, and South America. It includes people who identify as “American Indian” or “Alaska Native” and includes groups such as Navajo Nation, Blackfeet Tribe, Mayan, Aztec, Native Village of Barrow Inupiat Traditional Government, Tlingit, etc.

***Asian:*** includes all individuals who identify with one or more nationalities or ethnic groups originating in East Asia, Southeast Asia, or the Indian subcontinent. Examples of these groups include, but are not limited to, Chinese, Filipino, Asian Indian, Vietnamese, Korean, and Japanese. The category also includes groups such as Pakistani, Cambodian, Hmong, Thai, Bengali, Mien, etc.



***Black or African American:*** includes all individuals who identify with one or more nationalities or ethnic groups originating in any of the Black racial groups of Africa.

Examples of these groups include, but are not limited to, African American, Jamaican, Haitian, Nigerian, Ethiopian, and Somali. The category also includes groups such as Ghanaian, South African, Barbadian, Kenyan, Liberian, Bahamian, etc.

***Hispanic or Latino:*** includes all individuals who identify with one or more nationalities or ethnic groups originating in Mexico, Puerto Rico, Cuba, Central and South American, and other Spanish cultures. Examples of these groups include, but are not limited to, Mexican or Mexican American, Puerto Rican, Cuban, Salvadoran, Dominican, and Colombian. The category also includes groups such as Guatemalan, Honduran, Spaniard, Ecuadorian, Peruvian, Venezuelan, etc.

***Middle Eastern or North African:*** includes all individuals who identify with one or more nationalities or ethnic groups originating in the Middle East or North Africa. Examples of these groups include, but are not limited to, Lebanese, Iranian, Egyptian, Syrian, Moroccan, and Israeli. The category also includes groups such as Algerian, Iraqi, Kurdish, Tunisian, Chaldean, Assyrian, etc.

***Native Hawaiian or Pacific Islander:*** includes all individuals who identify with one or more nationalities or ethnic groups originating in Hawaii, Guam, Samoa, or other Pacific Islands. Examples of these groups include, but are not limited to, Native Hawaiian, Samoan, Chamorro, Tongan, Fijian, and Marshallese. The category also includes groups such as Palauan, Tahitian, Chuukese, Pohnpeian, Saipanese, Yapese, etc.

**White:** includes all individuals who identify with one or more nationalities or ethnic groups originating in Europe. Examples of these groups include, but are not limited to, German, Irish, English, Italian, Polish, and French. The category also includes groups such as Scottish, Norwegian, Dutch, Slavic, Cajun, Roma, etc.

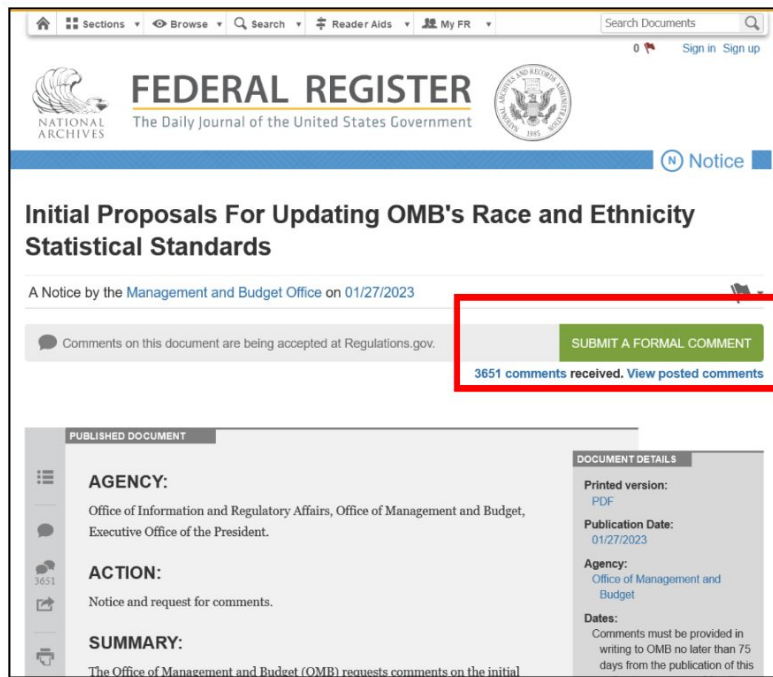
# Guiding Questions

- What concerns or questions do we have about these proposed updates?
- How could this help or harm Latino/a/x communities?
- How does this impact how Mesoamerican indigenous communities are represented?
- How does this impact how intersectional or multi-racial individuals are represented, esp Afro-Latinx?

# Submit Your Official Comments to the Federal Register Notice

## *Public Comment Period Closes on April 12, 2023*

<https://www.federalregister.gov/documents/2023/01/27/2023-01635/initial-proposals-for-updating-ombs-race-and-ethnicity-statistical-standards>



The screenshot displays the Federal Register website interface. At the top, there is a navigation bar with 'Sections', 'Browse', 'Search', 'Reader Aids', and 'My FR' menus, along with a search box and 'Sign in / Sign up' links. The main header features the 'FEDERAL REGISTER' logo, the text 'The Daily Journal of the United States Government', and the 'NATIONAL ARCHIVES' logo. A blue banner indicates a 'Notice'. The main content area is titled 'Initial Proposals For Updating OMB's Race and Ethnicity Statistical Standards' and is dated 'A Notice by the Management and Budget Office on 01/27/2023'. Below the title, a message states 'Comments on this document are being accepted at Regulations.gov.' A red box highlights a green button labeled 'SUBMIT A FORMAL COMMENT' and the text '3651 comments received. View posted comments'. A red arrow points to the button. Below the main content, there are sections for 'PUBLISHED DOCUMENT' and 'DOCUMENT DETAILS'. The 'PUBLISHED DOCUMENT' section includes 'AGENCY:' (Office of Information and Regulatory Affairs, Office of Management and Budget, Executive Office of the President), 'ACTION:' (Notice and request for comments), and 'SUMMARY:' (The Office of Management and Budget (OMB) requests comments on the initial). The 'DOCUMENT DETAILS' section includes 'Printed version:' (PDF), 'Publication Date:' (01/27/2023), 'Agency:' (Office of Management and Budget), and 'Dates:' (Comments must be provided in writing to OMB no later than 75 days from the publication of this).



# ODE Director Search Discussion

# ODE Director Search

- What do you see as the major challenges and opportunities in Oregon education in the next 5 years?
- What innovations or visions should be given consideration in Oregon education in the next 5 years?
- What leadership style and ways of being and knowing do you want to make sure we have represented in our next ODE Director?
- What type of engagement and experience regarding Diversity, Equity, and Inclusion should the next ODE leader possess?



# Grantee Presentation

The Next Door Inc





# The Next Door Inc.



Oregon State University  
Open Campus

# The Next Door Mission and Vision

Our Mission is opening doors to new possibilities by strengthening children and families and improving communities.

Our vision: We envision a supportive community where all children and families are safe and valued.



<p>THIS IS OUR PURPOSE</p> <p>To reflect our <b>values</b> as we work to fulfill our <b>mission</b> and strive to make our <b>vision</b> a reality.</p>	<p><b>Integrity</b></p> <p>Through open and honest interactions with staff, community partners, program participants, donors, and funders.</p>	<p><b>Welcoming</b></p> <p>By humbly serving and learning alongside our community.</p>	<p><b>Just</b></p> <p>In our treatment of all, by being fair and respectful of diversity.</p>
<p><b>Empathetic</b></p> <p>By working to understand and share in the feelings of others.</p>	<p><b>Empowering</b></p> <p>People to be more confident in controlling their lives and claiming their rights.</p>	<p><b>Flexible</b></p> <p>By responding to change and adapting to the needs of all.</p>	<p><b>The Next Door</b></p> <p>Our Mission: Opening doors to new possibilities by strengthening children and families and improving communities.</p> <p>Our Vision: We envision a supportive community where all children and families are safe, healthy, and valued.</p>

# **Columbia Gorge Youth Connection**



# How we support



# Where referrals come from



## Self

Youth can reach out to our YOWs, and oftentimes they do. A lot of student's begin by asking for academic support, but when rapport is built, the connection really opens to identify many additional needs



## Parents

Much of our family engagement is for this purpose. Parent's tend to refer their students when they identify struggles both academically and emotinally. We are usually a first stop before recommending mental health support, but because of our bicultural lense we can help families understand available resources.



## Administration/ School staff

Our YOWs attend attendance meetings etc. Those meetings identify students who need additional support, the students are generally added to the YOW services and later Tier levels are identified



## Community Partners

As we've grown, many partners will reach out to our YOWs for additional supports. This has been incredible collaboration.



# Youth Connection Services





# YOW locations

Hood River Middle  
School

WyEast Middle  
School

Hood River Valley  
High School

# YOW Service Level Tiers

## Intensive

Weekly meetings with students supporting in their accessing resources, these students have higher needs (housing, food insecurity, medical needs, etc.)

## Moderate

Every other week (2x per month) support accessing services, these students have high needs but are somewhat stable, but still need regular check ins to support

## Minimal

Once a month check in, these students are at risk and services are in place primarily for prevention



# Groups



## Youth Advisory Council

Latino students can discuss issues within the Latino community. A safe place where their voice will be heard, valued, and supported.



## Libros Con Amigos

Program for students in K-5th to practice and enjoy reading time after school with students from Hood River Valley High School.



## Guys Group

A space for young men to express their thoughts and ideas about many topics.

## Gay/Straight Alliance

A club that works to improve school climate for all students, regardless of sexual orientation or gender identity/expression.

# Family Engagement Activities



- Parkdale Literacy Night
- Noche de Lectura for Migrant Students and Families
- Hood River Middle School Family Art Night
- Family Resource Fair at HRVHS
- Parkdale Carnival
- Hispanic Heritage Month Celebration with MEChA

# Outreach and Student Connection



- HRCSD Open Houses
- Health Fairs
- Job Fairs
- Classroom Visits
- School Visits
- Community Activities

- Academics
- Attendance
- Graduation Path/Track
- Parent/Student Meetings
- Life Skills
- Resources



# Gorge Youth Mentoring

GYM matches youth ages 6-21 with caring adult volunteers to support them in their interests and needs. participants meet twice a month in a one-on-one setting for a minimum of one year, planning their own activities together.





# Nature's Greatest Strength & Juntos Afuera

NGS is a summer camp for students in 5-8th grade (hoping to bridge the transition between elementary and middle school, as well as middle school and high school).

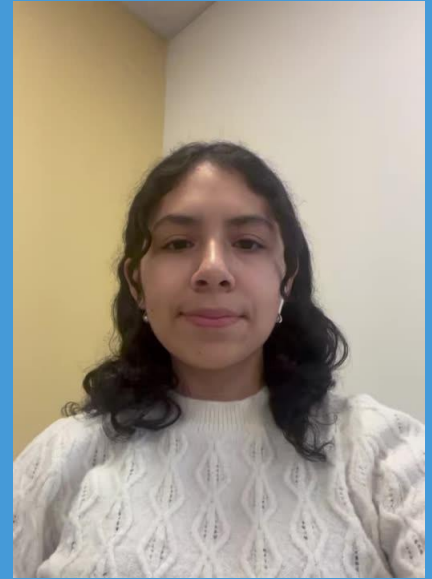
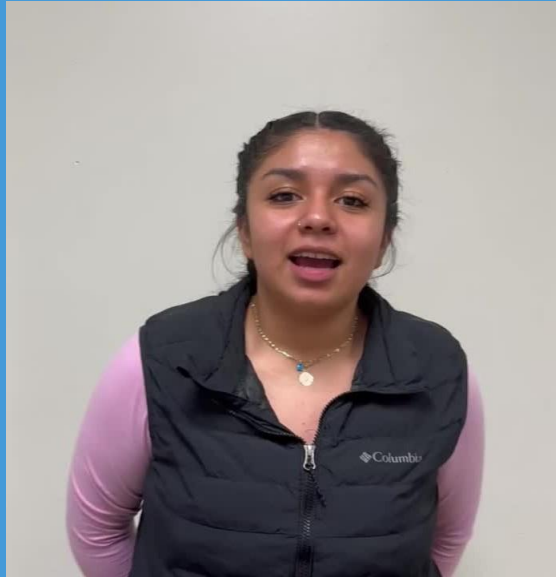
We partnered with Oregon State Juntos Afuera program to teach about diversity, nature education, and so much more.

Camp was 2 times a week one day for education and curriculum and one day for "adventures."





# Student Voice





Thank you  
Questions?





Adjourn!

Next meeting April 18, 2023!