



Meeting Scribe: Erin Rothweiler

Item	Discussion
<p>Welcome, Land Acknowledgement, Agenda Review – 2:00 p.m. <i>Advisory Chair</i></p>	<p>The Advisory Chair welcomed everyone to the meeting and thanked them for giving their time to this important work. A land acknowledgement was given.</p> <p>A few minutes were given to the new Director of the Office of Equity, Diversity, and Inclusion at the Oregon Department of Education, Laura Lien to introduce herself to the advisory group.</p> <p>Meeting Agenda: 01 LatinX Advisory Agenda 02.15.2021.docx.pdf</p> <p>Meeting Sliddeck: 02.15.2022 LatinX Advisory Meeting Slide Deck.pdf</p>
<p>Relationship & Community Building – 2:10 p.m. <i>Advisory Chair</i></p>	<p>The Advisory Group Chair led the group through a relationship and community building activity. Members were asked to select an item within arm’s reach that describes their personality.</p>
<p>Creating A Vision For Student Success – 2:30 p.m. <i>Advisory Vice-Chair Outcomes Workgroup</i></p>	<p>Michael Reyes, the advisory group Vice-Chair, and members of the Advisory Group Outcomes & Measures subcommittee discussed the suggestion of creating a shared vision of the advisory group. They walked the group through a visioning protocol to help develop and flush out what the vision for this group will be. Specific notes from this discussion were taken in a separate document.</p> <p>Advisory Group Description: 02 Advisory Group description.pdf</p>
<p>Break - 3:30 p.m.</p>	
<p>Socioeconomic Measures Workgroup Feedback Session – 3:45 p.m. <i>Michael Reyes</i></p>	<p>Michael Reyes presented on behalf of the Socioeconomic Measures Workgroup. This workgroup is working to evaluate the current measure of “Economically Disadvantaged” to determine and implement the most accurate measure of socioeconomic status. They will also be ensuring that ODE programs and partners that are impacted by this work are able to give input and provide feedback in order to improve student and family support.</p> <p>Currently the status of students receiving free and reduced lunch has been the measure of socioeconomic status and labeling families as economically disadvantaged. This results in inaccurate data on students’ economic status.</p> <p>Advisors were asked to provide feedback on the following question: 1. What else can ODE gain from changing the measure:</p>

- a. Understanding that what we are measuring right now is not valid/reflective of reality of the families in our communities
- 2. What can schools/districts gain from changing the measure:
 - a. Extra funding from COVID-19 has changed much in terms of providing free/reduced lunch and activity fees...availability of scholarships would benefit from more accurate data around free/reduced lunches
 - b. Less stigmatized students based on free/reduced lunches
 - c. Change in food provided for lunches
- 3. What other factors should be considered, rather than focus solely on economic factors
 - a. Immigration status
 - b. Health insurance
 - c. Special needs (IEP or 504, disabled)
 - d. Housing
 - e. Location (city, county)

ODE Current Economically Disadvantaged Measure:

[03 ODE Current Economically Disadvantaged Measure.pdf](#)

HB3499 Update - 4:15 p.m.
Kelly Kalkofen

Kelly Kalkofen, an Education Specialist working on the HB3499 program within the Office of Equity, Diversity, and Inclusion, gave a brief overview of the program.

This work began in 2016 and directs ODE to develop and implement a statewide education plan for English Language Learners in the K-12 education system. 40 districts were identified to be part of Cohort 1, with this designation lasting four years (2016-2020). Cohort 2 is made up of 15 districts and began identification in 2021. Identification and directed funding process for Cohort 2 will be guided by a data profile and comprehensive needs assessment (CNA) process.

Districts are held accountable by ODE for their adherence to their EL plans. This process comes at the end of the four year identification cycle and results in districts undergoing directed funding. Districts are identified for this process by elementary and secondary grades rating with seven weighted indicators for each rating. This identification is reported in annual data profiles compiled for each district.

Q: How is that level of money monitored especially when there are other large funds granted through other programs?





A: This is a concern. Districts receive funding based on their student population which means larger districts with more funds receive larger grants than smaller districts, contributing to unequal outcomes among grantees.

Joint Task Force On Student Success for Underrepresented Students in Higher Education - 4:45 p.m.
Rudyane Rivera-Lindstrom

Rudyane Rivera-Lindstrom, a representative from the Higher Education Coordinating Commission (HECC) presented on the work being done by a joint task for underrepresented students.

Student Success Act legislation does not include higher education. The purpose of this task force is to engage with students, families, and communities around postsecondary needs in an effort to help shape legislation for the 2023 session. This task force would act as the “student success act” for higher education.

Over the next several months, after the short legislative session is over, there will be several opportunities to attend outreach sessions with communities to help shape this work. Those dates will be widely communicated to insure student and community voices.

	<p>HB2590: HB2590 2021 Regular Session - Oregon Legislative Information System Higher Education Coordinating Commission Equity Lens  06 HECC-Equity-Lens-2021.pdf</p> <p>Higher Education Coordinating Commission Strategic Roadmap  07 HECC Strategic-Roadmap-2021.pdf</p> <p>Higher Education Latinx Student Data:  04 Higher Ed Latinx Student Data.pdf</p>
<p>Legislative Report Update - 4:55 p.m. <i>Michael Reyes</i></p>	<p>Michael Reyes gave a brief update regarding the 2022 Legislative Report for the Latino/a/x & Indigenous Student Success Plan. This report summarizes the work being done with the plan. It was a retrospective look at the plan, advisory group, and funding process.</p> <p>A legislative report on this plan will be submitted every two years to the legislature.</p> <p>Latino/a/x & Indigenous Student Success Plan 2022 Legislative Report:  05 2022 Latinx Success Plan Legislative Report.pdf</p>
<p>Announcements & Updates - 4:55 p.m. <i>Advisory Members</i></p>	<p><i>There were no additional announcements or updates from advisory members.</i></p>
<p>Adjourn - 5:00 p.m.</p>	

Next Meeting: April 19, 2021, 2:00-5:00 p.m