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Interim Latino/a/x Advisory Committee Meeting

October 7, 2020

Today's Agenda

- Introductions
- Latino/a/x Student Success Plan outline & discussion
- Latino/a/x Permanent Rules updates and feedback
- Draft Committee Charter
- Committee recruitment and applications
- Updates and Check-out

Today's Agenda

- Introductions
- Center ourselves
- Land Acknowledgement



Advisory Committee Purpose for Today:

Analyze: to examine carefully and in detail help identify key factors and possible results

Ponder: Consider the process and outcomes deeply and thoroughly

Engage: involve and commit yourself to the work at hand; be present

Ask: to inquire or request deeper understanding/information

Offer: Put forth suggestions to be considered; identify if we have missing elements



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Land Acknowledgement

Given by Deb Lange



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Oregon Department of Education

Education Equity Stance

Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

Updates from ODE

- Carmen Xiomara Urbina:
 - All Students Belong

LSSP Outline and Discussion

LSSP Outline so far...

- Introduction
- History of Latino/a/x populations in Oregon
- Definitions
- Profile of Latinx Students
 - DACA students
 - Indigenous MesoAmerican students
 - Migrant
 - English Learners
 - Second-generation
 - LGBTQ
 - Students experiencing disabilities
 - Afro-Latinx and/or multi-racial
- Student Outcome Data
- Geographic location of students
- Student wellness data
- The impacts of COVID-19
- Disciplinary rates
- Student Voice/Stories
- Future opportunities
 - Demographic growth
 - State policies
 - Future outcomes

Questions to Ponder

Latino/a/x and **Indigenous** – is naming this community the approach we want to take?

Do we need to name other communities?

Are these the right sections we want to highlight?

What is missing?

Definitions

“Central American” means an individual of descent from: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, or Panama, including indigenous communities residing in those nations.

“South American” means an individual of descent from: Brazil, Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia, Paraguay, Uruguay, Guyana, Suriname, French Guiana, Falkland Island including indigenous communities residing in those nations.

“Indigenous” means an individual from Mexican, Central American, South American, or Caribbean communities who identify with tribal communities in those geographic regions.

Definitions

“Culturally Specific Organization” means a Community-Based Organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities or challenges documented in the community and how that influences the structure of their program or service; ability to describe the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride/resilience, religious beliefs, etc. and how their services have been adapted to those cultural norms.

“Community-Based Organization” means a nonprofit organization that is reflective of a community or significant segments of a community it seeks to serve.

“Community Voice” means that members representing the community served by the project must be involved in the design, implementation, and/or providing strategic guidance.

Definitions

“Partnership” means a group of organizations with a common interest who agree to work together. In a partnership, there is a high level of trust and communication. Roles and responsibilities of each organization are well-defined and developed. There might be shared space and staff, shared authority and decision making, and plans and agreements are in writing. Overall, there is a vision.

“Student” means a student enrolled in early childhood through post-secondary education who:

Is Latino/a/x, Hispanic, or Indigenous, including individuals of Mexican, Cuban, Puerto Rican, Dominican, South American or, Central American descent; and

Has experienced disproportionate results in education due to current and historical practices and policies, as identified by the State Board of Education by rule.

Permanent Rules (Updated)

Criteria:

(1) The Department will award Grants to eligible entities based on the following criteria:

- (a) Whether the proposed project successfully implements the strategies provided in the Latino/a/x and Indigenous Student Success Plan;
- (b) Whether the applicant authentically and consistently engages Community Voice in the proposed project; and
- (c) Whether the applicant demonstrates equitable distribution of Grant funds and resources.

Permanent Rules (Updated)

(2) The Department may give priority to applications that:

- (a) Are led by Culturally Specific or Community-Based Organizations that represent Latino/a/x and Indigenous communities;
- (b) Demonstrate authentic and on-going Partnerships with Community-Based Organizations, Culturally Specific Organizations, school districts, early learning hubs, educational service districts, providers of early learning services, post-secondary institutions of education, or tribe(s);
- (c) Will help ensure geographic diversity of the Grant program by including rural communities or other underserved communities with large Latino/a/x and Indigenous student populations; or
- (d) Address a strategy or an objective of the Latino/a/x and Indigenous Student Success Plan that requires additional support, as determined by the Department

Permanent Rules (Updated)

- (1) Applicants must submit a detailed budget that explains how Grant funds will be used.
- (2) Administrative costs, which include indirect costs, will be allowed as a percentage of the Grant funds disbursed as follows:
 - (a) Up to five percent for school districts, early learning hubs, or post-secondary institutions of education; or
 - (b) Up to ten percent for Community-Based Organizations, or providers of early learning services.

Permanent Rules (Updated)

Next Steps:

Oct 8 - Rules Advisory Committee

Oct 15 – State Board of Education, First Read

Nov 19 – State Board of Education, Adoption

Dec – Advisory Committee Meeting (full)

Mar – Present Long-Term Plan to SBE

**Time for a
stretch break!**

Committee Charter

Statement of Purpose:

The Latino/a/x Student Success Advisory Committee, will advise the Oregon Department of Education on educational matters affecting Latino/a/x students and families. This effort will seek to address systemic inequities experienced by Latino/a/x students through focused investments and community partnerships.

Scope:

The Latino/a/x Advisory Committee shall advise the Department on:

- (A) Development and implementation of the Latino/a/x Student Success Plan;
- (B) Eligibility criteria, applicant selection processes and expectations for recipients of grant awards; and
- (C) Adoption of rules by the State Board of Education for the implementation of the plan.

Committee Charter

Formation of Committee:

The Latino/a/x Student Success Advisory Committee is required by statute: ORS 329.845 (2) (b) as part of the Student Success Act.

Decision-making Authority:

The committee is an advisory body, where the members will provide knowledge, suggestions, and recommendations to advise the department regarding Latino/a/x and Indigenous students . ODE staff is responsible for summarizing highlights from the meetings and responding to information requests and key action items. ODE will communicate how it acted on the advice provided by advisory members at the following meeting. Minutes will be shared publicly.

Committee Charter

Membership:

The Department shall form an advisory group consisting of individuals representing:

Urban and rural communities;

Indigenous and immigrant populations;

English language learners;

Individuals with disabilities;

Parents and students;

Youth who are lesbian, gay, bisexual, transgender, queer or another minority gender or sexual orientation;

Community-based organizations serving Latino or Hispanic youth and families; and

Education stakeholders, including representatives of the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission.

Committee will consist of up to 20 members with equitable representation from the required demographic categories.

Committee Charter

Applications for membership will be publicized in the late spring when committee vacancies will be available. An ad-hoc subcommittee of ODE staff and current advisory members will review applications and make recommendations to ODE staff. The Director of ODE will make the final decision on Committee appointments.

Responsibilities of members:

1. Attend advisory committee meetings. Meetings will be held in-person and/or virtually to allow for full participation of committee members across the state.
2. Share relevant information from communities to the Committee.
3. Connect with constituents and local networks to share with the Committee.
4. Review minutes and materials prior to meetings.
5. Inform ODE staff if you anticipate missing one or more meetings.

Removal from the Committee will occur when a member is absent for two (2) consecutive meetings unless prior notice is given to ODE staff.

Committee Charter

Meetings:

Committee will meet at least six times a year (bi-monthly) and last approximately 3 hours on the 2nd or 3rd Wednesday of the month; additional meetings may be requested. Meetings are held remotely. Meeting schedule for the year will be set in July of each year or at the annual retreat.

Meetings are open to the public and subject to public meeting requirements.

There will not be proxy attendance for this committee. ODE staff are responsible for following up with Committee members who miss a meeting to debrief them on agenda items discussed.

Workgroups:

Committee members may be asked to volunteer or participate in any formal or ad-hoc workgroups deemed necessary by the committee or agency. Assistance in coordinating additional meetings or other contributions will be provided by ODE.

Committee Charter

Membership Terms of Service:

Committee members can serve up to two 2-year terms. No person may be appointed to serve consecutively more than two full terms as a board member.

If a committee seat is vacated mid-term, a replacement will be selected by an ad-hoc subcommittee of ODE staff and current committee members. That individual will complete the term they are filling and are still allowed to serve two 2-year terms.

Conflicts of interest:

Committee members will be asked to declare any and all potential conflicts of interest. Since this committee is advisory in nature, the agency does not want to exclude voices from participation. All committee members will submit a conflict of interest form upon accepting their membership. Conflicts of interest include place of employment, volunteer or board positions, close family members connected to potential grantee organizations, etc. Of note, if committee members volunteer to review future grant applications, we will need to ensure conflict of interest is addressed in this workgroup.

The charter shall be reviewed and reassessed by the Committee annually.

Future Committee Meetings

2nd Wednesday of the Month

2pm-5pm?

3pm-6pm?

Monthly Dec-Mar, then every other month

Committee Recruitment & Applications

Over 25 applications received so far

Oct 16 deadline

Updates

Adjourn!