African American/Black Student Success Advisory Group

April 13, 2022

Agenda

- Gavel In, Welcome, Roll Call
- OEDI Assistant Superintendent & Director Welcome and Updates
- For the Good of the Order
- Funding Update & the New RFA
- Break
- LGBTQ2SIA+ Student Success Plan Presentation
- Socioeconomic Measures & LatinX Student Success Plan Presentation
- American Indian/Alaska Native Student Success Plan Presentation
- Community Announcements & Updates
- Adjourn

OEDI Assistant Superintendent & Director Welcome & Updates

Deborah Lange, OEDI Assistant Superintendent

Laura Lien, OEDI Director

For the Good of the Order

Shelaswau Crier, AABSS Coordinator

For the Good of the Order

- Meeting Dates

- Oregon Kitchen Table Survey

- Updating the Plan

Funding Update & The New RFA

Shelaswau Crier, AABSS Coordinator

Funding Update & New RFA

Legislature awarded additional $5M.

- $4,560,623.15 to make current grantees whole
- $439,376.85 Remaining

Additional funds

- $443,462.14 formerly reserved for external evaluation

Total funds to utilize:

- $439,376.85 + $443,462.14 = **$882,838.99**
- Plan
    - $50,000.00 for support to grantees and potentially program support
    - Remaining $832,838.99 to be used for 1 year targeted grants of $50,000 to $149,999.99

Break

LGBTQ2SIA+ Student Success Program Overview

AA/BSS Advisory Group   April 13, 2022

Angie Foster-Lawson, MEd   (they/she)

LGBTQ2SIA+ Student Success Coordinator

Office of Equity, Diversity, and Inclusion, Oregon Department of Education

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Supporting LGBTQ2SIA+ Students: The Acronym

LGBTQ2SIA+

Lesbian

Gay

Bisexual, Pansexual, Polysexual

Transgender, Non-binary

Queer, Questioning

Two Spirit, Indigiqueer

Intersex

Asexual, Aromantic, Agender

Myriad of additional marginalized gender identities, expressions, and sexual & romantic orientations

I. LGBTQ2SIA+ Student Success
Intersectional Data

LGBTQ2SIA+ Student Data: Why it Matters

About **8%** of Oregon youth are **trans** or **gender-expansive**

8% of 6th, 8th, and 11th Graders

OHA 2020 SHS Survey

About **1 in 3** of Oregon youth state a **LGB+**, **other**, or **unsure** sexual orientation

34.4% of 8th Graders
28.7% of 11th Graders

OHA 2020 SHS Survey

61% of LGBTQ+ students reporting being **bullied**

47% of transgender students report **seriously considering suicide**

OHA 2020 SHS Survey

LGBTQ+ students are 3x as likely to miss school due to fear

LGBTQ+ students are **2-3x** as likely to experience sexual assault

OSSCC 2020 Oregon Safe Schools Report

LGBTQ2SIA+ Student Data: Why it Matters

About **1 in 4** Oregon youth experience **conflict/tension** at school based on **race, ethnicity, culture,** religion, **gender, sexual orientation,** or disaibility

23% of 6th, 25% of 8th, and 30% 11th Graders   OHA [2020 SHS Survey](#)

89% of Black LGBTQ+ students heard racist remarks

55.1% heard racist remarks **often or frequently**

GLSEN [Black LGBTQ Youth in U.S. Schools](#), 2020

Students feel unsafe at school.

51.6% of Black LGBTQ students felt unsafe at school because of their **sexual orientation,**

40.2% because of their **gender expression,** and

30.6% because of their **race or ethnicity.**

GLSEN [Black LGBTQ Youth in U.S. Schools](#), 2020

II. Overview
LGBTQ2SIA+ Student Success Plan

LGBTQ2SIA+ Student Success Plan (2020)

- The LGBTQ2SIA+ Student Success Plan provides strategies to work toward addressing educational and mental health needs of LGBTQ2SIA+ Students. The plan addresses:

  - specific LGBTQ2SIA+ **youth experiences**;

  - a **research review** and state policy challenges; and

  - a summary of three interdependent levels of **recommendations**: individual intention and impact, institutional policies and facilities, and state accountability and support systems.

- One of the ways the plan will be implemented is through grants for programming to local entities. $2 Million per biennium, per SB 52 (2021).

LGBTQ2SIA+ Plan Recommendations

Domain 1: Individual Intentions & Impact

These recommendations are intended to directly address the ways in which individual educators, peers and families impact a student's experience of school.

Objective #1: Supportive Educators

Educators (including teachers, administrators, and classified staff) have the training and ongoing support to build trusting, connected, and inclusive environments.

- **Strategy #1:** School staff receive the training, coaching, and professional support needed to understand Oregon laws **regarding bias and discrimination** on all protected classes and in using trauma-informed practices to support LGBTQ2SIA+ students and **students of color**.

- **Strategy #2:** LGBTQ2SIA+ educators receive social and emotional support for themselves in order to provide their students with social and emotional support.

- **Strategy #3:** Teacher preparation programs prepare all teachers to create inclusive classroom environments that support LGBTQ2SIA+ student social/emotional needs.

- **Strategy #4:** Teachers create intentional teaching practices that foster inclusive classroom environments.

LGBTQ2SIA+ Plan Recommendations

Domain 1:
Individual Intentions & Impact

These recommendations are intended to directly address the ways in which individual educators, peers and families impact a student's experience of school.

Objective #2: Supportive Peers

Youth are supported to develop understanding of and respect for individual, family, and cultural differences including sexual orientation, gender identity, and gender expression.

- **Strategy #1:** LGBTQ2SIA+ students, **students of color**, and students with disabilities self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments.

Objective #3: Supportive Families

Districts recognize that LGBTQ2SIA+ student success is impacted beyond the walls of the school and engage community-based organizations and families as full partners in supporting students.

- **Strategy #1:** Districts invest in **culturally responsive family engagement** that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well.

LGBTQ2SIA+ Plan Recommendations

Domain 2:
Institutional Policies and Facilities

These recommendations are focused on the spaces that serve students and address the institutional policies and decisions that can help make a space feel safe and inclusive.

Objective #1: Safer Affirming Spaces
Youth feel safer, more supported, and seen in school spaces.

- **Strategy #1:** Provide LGBTQ2SIA+ youth with access to facilities and activities for all genders in K-12 and higher education institutions.

- **Strategy #2:** Collaborate across health, education, and community partners to expand access to mental health supports in and outside of school.

- **Strategy #3:** ODE compiles guidance over the past 5 years regarding LGBTQ2SIA+ student issues and provides it to school districts, education service districts, and charter schools.

- **Strategy #4:** Schools encourage educators to increase **visible support** of LGBTQ2SIA+ students.

- **Strategy #5:** **Anti-discrimination and anti-bullying policies** are implemented with fidelity and transparency.

LGBTQ2SIA+ Plan Recommendations

Domain 2:
Institutional Policies and Facilities

These recommendations are focused on the spaces that serve students and address the institutional policies and decisions that can help make a space feel safe and inclusive.

Objective #2: Inclusive Curriculum
Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.

- **Strategy #1:** Support and expand inclusive education standards with additional resources.

- **Strategy #2:** Students experience project-based, hands-on learning experiences through which their **identity and lived experience is affirmed and valued**.

- **Strategy #3:** Schools are funded to create the time and space for educators and students to build relationships and trust.

LGBTQ2SIA+ Plan Recommendations

Domain 3:
State Accountability and Support Systems

These recommendations address the ways in which state systems can play a role in both holding institutions accountable to serving all students and provide support and guidance to proactively reduce ignorance and increase student-centered capacity across the state.

Objective #1: Opportunities for students and educators to systematically assess and improve school climate and culture and inform state and local policy
Students, educators, and administrators are empowered to share their perceptions of priority problems and solutions to help inform local and state policy decisions and investments.

- **Strategy #1:** Every school district participates in a **School Climate and Culture survey** with components for students, educators, and administrators (at minimum).

Objective #2: ODE Capacity to Support Districts and Families
ODE demonstrates leadership to districts, schools and families by collecting and disseminating resources, providing guidance, addressing violations of policy in a timely manner, and proactively building districts' capacity to create trusting, connected and inclusive environments.

- **Strategy #1:** ODE implements the LGBTQ2SIA+ Student Success Plan.

- **Strategy #2:** Students, families, and educators have channels for reporting claims directly to the State of Oregon related to alleged **discrimination, including resistance to anti-bias training**.

- **Strategy #3:** ODE highlights districts that are leading around LGBTQ2SIA+ and **intersectional inclusion** as examples for statewide learning.

LGBTQ2SIA+ Plan Recommendations

Domain 3:
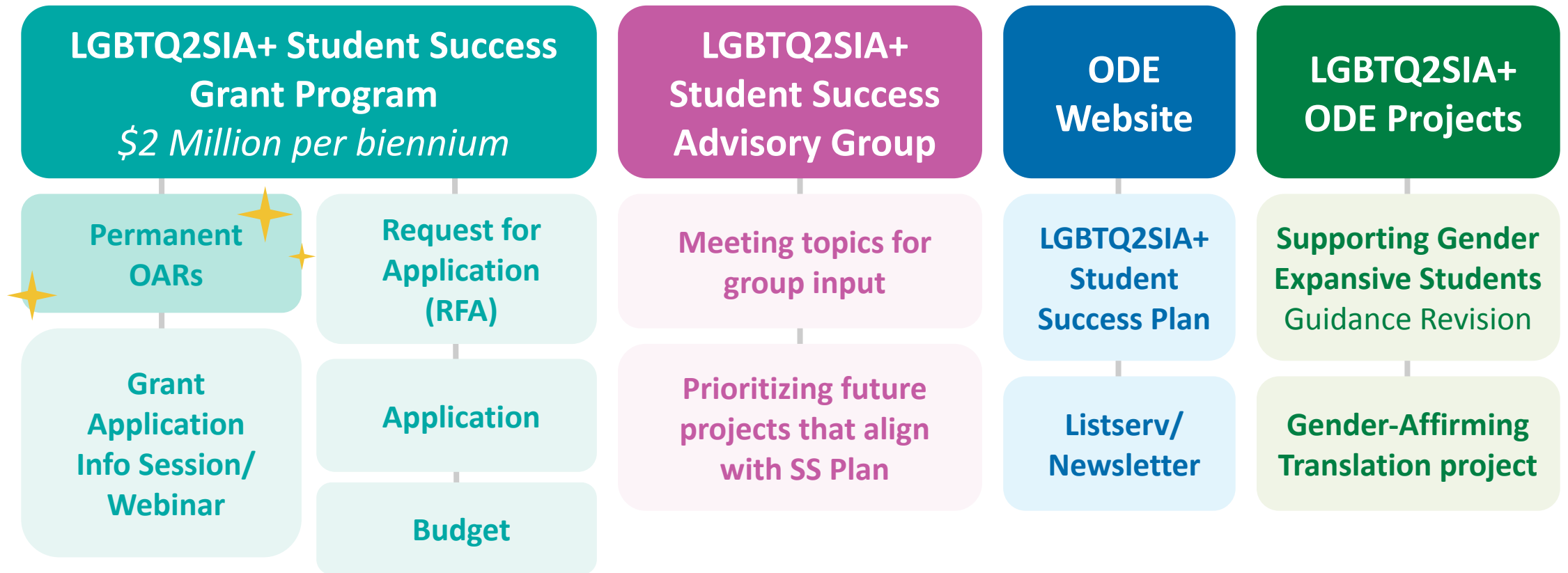State Accountability and Support Systems

These recommendations address the ways in which state systems can play a role in both holding institutions accountable to serving all students and provide support and guidance to proactively reduce ignorance and increase student-centered capacity across the state.

Objective #3: Cross-Agency Collaboration
ODE, Oregon Health Authority, Educator Advancement Council, Teacher Standards and Practices Commission, Early Learning Division, Youth Development Division, and the Higher Education Coordinating Commission work together to address issues that impact the experiences of LGBTQ2SIA+ youth and youth of color.

- **Strategy #1:** State of Oregon agencies are aligned in its guidelines for state facilities related to gender-neutral (i.e. all-user) restrooms.

- **Strategy #2:** ODE and ELD share learnings and best practices from implementing strategies related to inclusion and support of **marginalized youth and families**.

Upcoming **LGBTQ2SIA+ Student Success Projects**

LGBTQ2SIA+ Student Success Grant Program
$2 Million per biennium

Permanent OARs

Grant Application Info Session/ Webinar

Request for Application (RFA)

Application

Budget

LGBTQ2SIA+ Student Success Advisory Group

Meeting topics for group input

Prioritizing future projects that align with SS Plan

ODE Website

LGBTQ2SIA+ Student Success Plan

Listserv/ Newsletter

LGBTQ2SIA+ ODE Projects

Supporting Gender Expansive Students Guidance Revision

Gender-Affirming Translation project

III: Discussion
Connecting the dots: LGBTQ2SIA+ and African American/ Black Student Success

What connections do you see?
LGBTQ2SIA+ & AABSS Plan Strategies

What connections do you see?
LGBTQ2SIA+ & AABSS Grant Projects (potential)

What resources do you have or need?
LGBTQ2SIA+ & AABSS Resources

IV. Staying Connected
& Current Resources

ODE LGBTQ2SIA+ Affirming **Laws, Policies, and Resources**

Laws and Rules	Policies and Resource Documents
LGBTQ2SIA+ Student Success Program (SB 52 [2021]; ORS 329.847; OARs)	- LGBTQ2SIA+ Student Success Plan (2020) - ODE web page includes a link to subscribe to the LGBTQ2SIA+ Listserv
Oregon Civil Rights Law (ORS 659.850, 659.855 and 659.860) Federal Title IX Civil Rights Law	- Civil Rights Title IX web page and Complaint process - ODE Creating a Safe and Supportive School Environment for Transgender Students Guidance Document, 2016 (Currently revising)
Human Sexuality Education (OAR 581-022-2050) & Health Standards and Performance Indicators	- ODE Comprehensive Sex Ed web page and Listserv - Health & Sexuality Education Color-coded standards and essential questions resources - Division 22 Complaint process
Menstrual Dignity Act (HB 3294 [2021]; OAR 581-021-0587 to 0596)	Menstrual Dignity for Students Toolkit

ODE LGBTQ2SIA+ Affirming **Laws, Policies, and Resources**

Laws and Rules	Policies and Resource Documents
"Adi's Act" Suicide Prevention, Intervention, Postvention (ORS 339.343; OAR 581-022-2510)	● Suicide Prevention, Intervention, Postvention web page
Oregon Safe Schools Act (ORS 339.351 to 339.364)	● Every Student Belongs Bullying Guidance
Every Student Belongs (HB 2697 [2020]; OAR 581-022-2312)	● Every Student Belongs Bias Incident Response Guide ●
Ethnic Studies Standards, within Social Sciences (HB 2845/HB 2023; ORS 329.045, ORS 326.051, ORS 329.451)	● 2021 Ethnic Studies Standards & Suggested Reading ● Oregon Open Learning Hub's Instructional resources

Stay connected to the
LGBTQ2SIA+ Student Success Program

Visit our ODE LGBTQ2SIA+ Student Success Program web page

Subscribe to our LGBTQ2SIA+ Student Success Listserv for program updates

Thank you for having me!

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Socioeconomic Measures

Michael Reyes, LatinX Student Success Coordinator

Project Core Values

The Measures of Socioeconomic Status project will:

- Evaluate the current measure of Economically Disadvantaged in order to determine and implement the most accurate measure of (socio)economic status available.

- Ensure that ODE programs and partners that are impacted by the measure have input and are part of the project. This will result in improved supports to students and families.

Project Goals

- Our goal is to be able to use this information to improve the learning and experience of students and families from communities that may be harmed and/or marginalized by the current system.

- We will be working with community, Tribal, and education partners to help us develop a meaningful and actionable definition moving forward.

Socioeconomic Status

- Socioeconomic status is the social standing or class of an individual or group. It is often measured as a combination of education, income, and occupation.

- Examples of other socioeconomic factors
  - Student categorical status
    - e.g., students experiencing homelessness, mobile students

- Resident Parent/Guardian Information:
  - e.g., Highest Level of Education; Occupation

Economically Disadvantaged Measure

- ODE currently relies on free and reduced price school meals eligibility data, as reported to ODE from schools and districts, to identify economically disadvantaged students, schools, and districts.

- Schools that qualify to provide free meals to all students do not track which students qualify and which do not. While this is the preferred outcome for free and reduced lunch eligibility, it results in inaccurate data on a student's economic status.

Count of Schools Offering Free/Reduced Price Meals to All Students

Oregon Department of Education
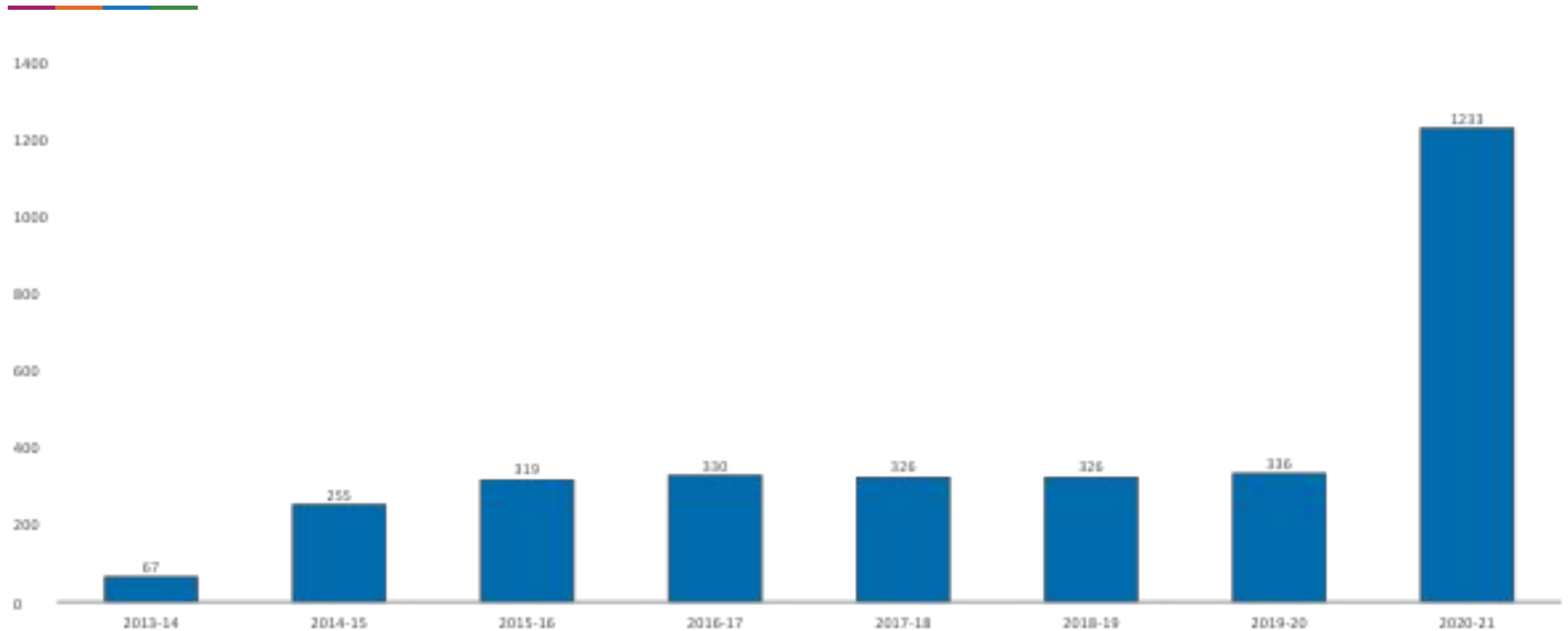
Reporting

- Students identified as "economically disadvantaged" if they are eligible for free/reduced price meals as **reported to ODE from schools and districts**.

- Students identified as "economically disadvantaged" using this method are used for:

  - ESSA Accountability Reporting required student group
  - Student Investment Account focal student group
  - Grants and programs within ODE

Evaluating this definition of economically disadvantaged is the focus of this project.

Potential Alternatives

- Keep definition as students eligible for free/reduced price meals but change data source to use direct certification data

- Use direct certification data and expand definition to include other student groups such as:
  - Migrant students, students experiencing houselessness, mobile students

- Student group status
  - Migrant students, foster care, students experiencing houselessness, mobile students, other

- Family/Household Income
- Resident Parent/Guardian Information:
  - Highest Level of Education; Occupation

- Other ideas?

Discussion

- What else can ODE gain from changing the measure?

- What students are we missing when we focus solely on economic factors?

American Indian/Alaska Native Student Success Plan

Presented by the Office of Indian Education

Renée Ametane'e Roman Nose
April 13, 2022

Goals and Mission

The purpose of the American Indian/Alaska Native Student Success Plan is to share a vision and identify actionable strategies for working together ot achieve that vision. The AI/AN Student Success Plan is a proven strategy that will increase attendance rates, high school graduation rates and create a pathway for equity and excellence for all AI/AN students.

The mission of the Office of Indian Education is to support the efforts of local educational agencies, Tribes, organizations, postsecondary institutions, and other entities to meet the unique cultural, language and educational needs of our American Indian/Alaska Native students; and ensure that all students have the supports needed to be successful.

Shared Leadership

Oregon Department of Education

Our Advisory Committee

Our AI/AN Advisory Committee

focuses on the following priorities:

- American Indian Student Success Outcomes
- Increase graduation, increase achievement by closing opportunity gaps, increase attendance, and address disproportionate dicipline
- Diversity educator advancement, recruitment and workforce development
- School, district, community, Tribal support and engagement
- Professional development
- Curriculum and instructional development

Goal 1: American Indian and Alaska Native Student Success

Identification

Objective 1:

Adopt and support increased accuracy for the identification criteria of AI/AN students enrolled in early learning, K12, and post-secondary institutions.

- Identify existing practices that cause AI/AN students to be erased. Highlight promising practices of positive identification of AI/AN students identified through internal review that support increased and accurate numbers.
- Provide recommendations and guidance regarding best practices for identification.
- Provide policy recommendations to ODE that will give guidance to school districts to adopt new identification criteria to accurately account for AI/AN students.
- Develop guidance, communication tools and supports for AI/AN students, families, Tribes and communities on identification of AI/AN students in the K12 system.

Objective 2
Early Learning

Increase access to high quality, community-based early learning programs that create and utilize culturally supportive environments that prepare AI/AN students for kindergarten.

- Identify promising practices of enrollment of AI/AN students in early learning and support initiatives for AI/AN students.
- Increase AI/AN Early Learning educators and personnel.
- Commit funds to propel family engagement, building strong, effective partnerships with AI/AN families.

Objective 3
AI/AN Discipline Incidents

The highest rate of discipline incidents is among AI/AN only students with a 12.8% of students having one or more incidents in 2018-2019. Only 6.3% of non-Natives received disciplinary incidents during the same time period.

Decrease the occurrences and over-representation of AI/AN students experiencing academic suspensions, expulsions or pushouts.

- Identify exclusionary disciplinary practices involving students of color (especially AI/AN) and differently abled students in order to highlight recommendations.
- Support AI/AN family engagement and community involvement practices.
- Expand opportunities for Family Mentoring Programs that will help guide families in improving ways they can recognize their strengths and expand their resilience.

Oregon Department of Education

Attendance
Objective 4

Increase attendance and graduation rates of AI/AN students

- Center Tribal Attendance Promising Practices strategies for AI/AN students. TAPP's efforts are school-wide so all students can benefit.

- Support district's collaboration with Tribes and cultural organizations to identify and advocate for culturally responsive practices.

- Share culturally relevant best practices and strategies to improve graduation rates.

- Identify and review district attendance policies and how they impact AI/AN students who experience chronic absenteeism.

Tribal Attendance Promising Practices

TAPP

Transitions
Objective 5

Increase the occurrences of successful student transitions at all levels.

- Review transition policies, make recommendations for improvement, engage family, community and school staff in improving AI/AN student success.

- Support transition programs that increase student success.

- Create guidance on promising practices for early learning programs and school districts to implement high-quality, culturally responsive intervention for transition planning at all levels for AI/AN students.

- Set aside funds to support AI/AN student early intervention for transition planning and support.

Post-Secondary and CTE Enrollment
Objective 6

Increase enrollment and access for AI/AN in post-secondary education, career and technical education programs, and career readiness

- Identify promising practices for AI/AN student enrollment into PSE and CTE programs.

- Set aside funds to support AI/AN student college and readiness programs, and to create and strengthen career, college and technical educational pathways.

- Encourage and incentivize districts and schools to provide opportunities for AI/AN students.

- Expand outreach that centers CTE and the Perkins Plan.

Goal 2: Educator Success

Objective 1: Develop and grow staff and educators to support AI/AN student success

- Support funding to diversity the educator workforce and improve cultural responsiveness by collaborating with the Teacher Standards and Practices Commission.

- Create guidance and recommendations for the coordination and delivery of AI/AN professional development and technical assistance for districts.

Objective 2:

Increase the number of AI/AN identified teachers, paraprofessionals, administrators employed in early learning, school districts, and post-secondary institutions at a rate comparable to that of Oregon's AI/AN population.

- Explore options for creation of online job bank for AI/AN teachers seeking employment in Oregon schools.
- Set aside funds to develop a website that allows schools to search for AI/AN students.
- Support teacher prep programs.
- Support the Educator Advancement Council in increasing funding for the Oregon Teacher Scholars Program to help AI/AN students navigate to educator employment.
- Increase retention of AI/AN personnel in schools by creating a support network.

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Objective 3

Foster and support the capacity of Title VI educators

- Support Title VI Indian educators with professional learning and exchange of best practices.

- Support strategies to improve AI/AN student outcomes.

Goal 3: Curriculum Success and Supporting Indigenous Languages

Objective 1

Every school district in Oregon implements (K-12) historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools, and instructional materials. This curriculum will be aligned with the national and state standards and will create opportunities to expand those requirements across multiple content areas.

- Provide Tribal History/Shared History Train the Trainers training to educators.
- Provide PD and technical assistance centered on AI/AN culture, language and learning across multiple content areas. Create recommendations and guidance for districts on oversight and intervention for teachers needing PD and TA.
- Finish and promote the remaining curriculum lesson plans.
- Curriculum adapted for accessibility.
- Lesson plans currently being translated into Spanish.

Objective 2

TRIBAL HISTORY SHARED HISTORY

Every Early Learning Program in Oregon implements lesson plans on historically accurate, culturally embedded, place-based, contemporary, and developmentally appropriate AI/AN curriculum, assessment tools and instructional materials by 2025.

- Create a lesson plan to be utilized by ELPs supportive of Tribal History/Shared History.

- Provide PD and TA opportunities to early learning educators that center AI/AN culture, language and learning across multiple content areas.

- Provide resources and support to Tribes to develop their own place-based Early Learning curriculum.
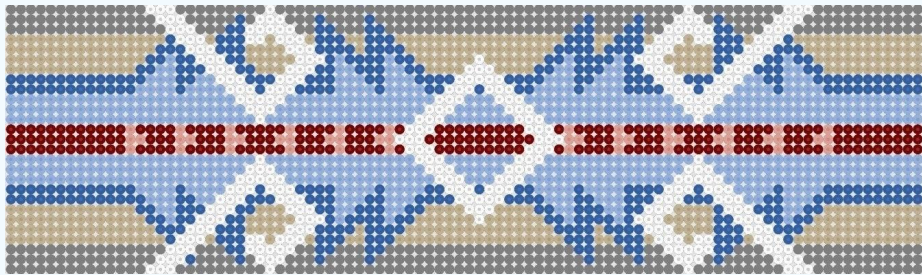
Objective 3

Conduct assessment of the status of American Indian languages among the nine federally recognized Tribes in Oregon for educational, cultural and heritage purposes, provide training and support for Native language speakers to become licensed to teach in Oregon and develop individual Tribal plans for integration of heritage language programs into curriculum and other community education.

- ODE will partner with NILI to support the development of an individual language needs assessment with each of the nine federally recognized Tribes.

- ODE will partner with NILI to provide training and technical assistance to Native language speakers seeking licensure and create pathways for Native language speakers to teach Native languages in classrooms.

Goal 4:
Successful Ecosystems of Support

Objective 1:

Continue to build internal ODE capacity by strengthening the organizational infrastructure and strategies of the Office of Indian Education to meet the needs of the student success plan.

- Hire staff for the OIE office to meet key deliverables in student success plan.

- Increase awareness and support to the Advisory Committee and provide meetings for the committee.

- Provide accountability, transparency and reports from OIE to key stakeholders.

Objective 2

ODE, ELD YDC, EAC, HECC and TSPC will strategically invest and collaborate with federally-recognized Tribes in Oregon, Native/Indian organizations, Title VI Programs, and AI/AN community programs to implement, support and further the AI/AN student success plan.

- Support student success objectives by prioritizing collaborations that strengthen teacher development, teacher recruitment and retention.

- Set aside funding to support PD resources for teach prep programs and accountability.

- Increase commitment and support to diversify the educator workforce and improve cultural responsiveness in schools.

Objective 3

jonathan h lee | subtledream.com

Work with community partners, Tribes and school districts to address adverse childhood experiences by developing protective factors needed for positive academic and health outcomes, which will result in higher rates of graduation and fewer behavior related interventions.

- The Oregon Health Authority has shared a resource guide for the Student Success Act. OIE will support this resource.

- Provide PD and TA opportunities to educators that center the balance needed for AI/AN students to maintain resilience and social-emotional wellness within schools and community.

Objective 4

Support Government-to-Government (G2G) relationships between ODE and federally-recognized Tribes in ORegon through Tribal consultation and communication.

- Support Tribal consultations between ODE, school districts and federally-recognized Tribes in Oregon by expanding capacity for meaningful consultation. OIE will develop, and update annually, a Tribal consultation guide for districts.

- Support government-to-government relationships and consultation between ODE and federally-recognized Tribes in Oregon.

- Support meaningful community conversations between federally-recognized Tribes in Oregon and ODE that lend to strengthened collaborations.

Transitions Grant

Language Grant

ESSER III Social/Emotional Wellness Grant

ESSER III Healing Grant

Discipline Study Grant

TAPP Research Study with WOU

TAPP Grants

Tribal History/Shared History

Title VI

Questions

Presented by the Office of Indian Education

Oregon Department of Education