



**Agenda/Notes**  
**Office of Governor Tina Kotek**  
**RJC Education Committee**  
**May 19, 2025 – Zoom**  
**1:00 -2:30 pm**  
**Moderator – Javier Cervantes**

**MEMBERS**

X	Angela Uherbelau	X	Jaclyn Caires Hurley	X	Marie Chisholm-Burns
X	Cynthia Richardson	X	Jennifer Simonson	X	Mark Jackson
X	Djimet Dogo		Jennifer Wilson	X	Sonya Moody-Jurado
X	Dr. Jenny Pool-Radway	X	Jimmy Howard		
X	George Mendoza	X	Kali Ladd		

**OTHER ATTENDEES**

	Andre Bealer	X	Johnna Timmes	X	Yasmin Solorio
X	Rachael Moser	X	Alyssa Chatterjee, DELC	X	Javier Cervantes
X	Dr. Charlene Williams, ODE	X	Torrey Sims, ODE	X	Emily Nazarov, ODE

Topic/Lead	Notes/Main Points	Decisions/Action Items
<b>DELC</b> <b>Director Alyssa Chatterjee</b>	<p><i>Director Chatterjee shares ECB Update slides.</i></p> <p>Expulsion in Early Childhood is not called ‘expulsion’ it is known as soft suspension/soft expulsion. It looks like “please pick up your child early”, etc.</p> <p>Suspensions and expulsions are stressful, and negative experiences can increase stress among family. Data shows young children are 10 times more likely to drop out of high school, fail a grade, or be incarcerated.</p> <p>Older boys are 3.5 x more likely to be suspended more than girls.</p>	Director Chatterjee to share slides
<b>Civil Rights Positions</b> Emily Nazarov  Dr Williams	<p><i>Emily shares ODE Presentation Slides</i></p> <p><b>Emily:</b> Civil rights specialists are connecting community members to Civil Rights Coordinators. The Continuous Improvement Process, we are hoping to include the Civil Rights coordinator process. Our goal is to have at the end of summer ODE website listing Civil Right Coordinator.</p> <p>Civil Rights Support Program seeks to empower students, families, and members of the school community with the resources, education, and support</p>	<p>Yasmin to request ODE Civil Rights Unit slides</p> <p>Emily to share CRSP one-pager.</p>

necessary to address instances of discrimination appropriately and efficiently.

Main email is [ODE.CivilRightsSupport@ode.oregon.gov](mailto:ODE.CivilRightsSupport@ode.oregon.gov)

**Cynthia:** Is the civil rights training available?

**Emily:** Program has been focused on training district staff, expanding now to train community members. Civil Rights Coordinator training, district staff can take that, not just for civil rights coordinator.

**Kali:** It's exciting to see progress in this area. I've been definitely part of many conversations asking for this. Emily, you mentioned 130 something districts completing the training, which leaves roughly 60. Are you tracking who hasn't and is there a measure in place to make sure they do the training at the very least?

**Emily:** Great question. Civil rights coordinators are allowed to get their training through other methods, so when I say that 139, those are only the folks that have signed up for the asynchronous canvas course. We also offered an in-person training. We do not currently track whether districts are meeting their obligation to do the training, the civil rights coordinators are responsible for that. We've created a tool for them that they can use to track that data but we're not currently tracking it ourselves.

**Kali:** Is that intentional, not tracking or was there no requirement to track?

**Emily:** There's not a current requirement. One of the things that we have been doing is through this initial implementation is get it initially implemented see how it's going and then look for the places where we need to build and improve. That might be one of the areas we look at.

**Alyssa:** We have different federal things we can't anchor to but are hiring our first civil rights coordinator. Working with ODE and BOLI presently on complaints.

**Hurley:** TAG falls under exceptional student services. You mentioned k12, I thought ODE policies applied to higher education policies as well. Feel like we can map these training into teacher education programs.

**Emily:** Thanks for that point.

**Hurley:** Do you know anything about their reporting process?

**Emily:** Processes are different.

**Djimet:** Related to Civil Right Training. We lack basic knowledge on civil rights. Are there any training for CBO's like that or bring someone to an all staff meeting to be aware? We are working in about 23 different Sunday schools and facing those challenges. We don't have the basic knowledge to inform families if they are facing those issues. Asking if we can find someone to come to our meeting to present to us.

**Emily:** Yes, will follow up with information to get you connected to a training opportunity. Might be good to have one of our civil rights specialist and support specialist.

**George:** Effectively training and tracking that training. US Dept of Education and how that's going. Systemic issue with support or enforcing down the road is important for us to understand better.

**Emily:** Good points, looking at making civil right coordinator to require district to report annually. Oregon legislature has given us good laws and Governor given us capacity we need to meet with parents and navigate their concerns.

**George:** I want people to always know we're looking out for our students first, then supporting our staff, then supporting our families, and moving as a team working together but when we when we don't have enough support to staff they do get burned out. They do not enjoy being on an island, they do not enjoy not getting safety support or supervision support, they don't like it if they can't create enough regulated environments or routines or structured systems. Whenever I see these reports I don't mind accountability, increased safety or just increase reducing disparities or attacking gaps, outcomes that we need to improve upon but the reality is it does take a lot of training to help people create regulated environments, really good routines, really good relationships. The teachers also need to feel healthy, safe, understood, and valued.

**Emily:** Helpful feedback to hear.

**Cynthia:** There are three civil right support specialists.

	<p>Are they assigned to districts?</p> <p><b>Emily:</b> You can contact any of them, each are focusing on specific specialty areas but they are all knowledgeable.</p> <p><b>Angela:</b> Glad there's more capacity. Has there been measurement or movement since last meeting that talked about backlog.</p> <p><b>Emily:</b> We did get additional positions for unit as well, went from two to four, with two more to fill. We have been focused on hiring and onboarding positions. Have not seen much difference in backlog since they are just recently started but do expect to be in a new space next year.</p>	
<p><b>Overview of Student Success Plans</b>  <b>Torrey Sims &amp; Dr Williams</b></p> <p>Status update          Successes and challenges          Q&amp;A</p>	<p><i>Torrey Sims shares Student Success Plans slides.</i></p> <p><b>Torrey:</b> Student Success Act was created in 2019. In 2023 HB2275 Alignment to SIA application began. 2025-28 SSP Resources in Oregon Open Learning.</p> <p>Student Success plan was created in partnership with community to address statutory objectives. We use these address support in and out of the classroom.</p> <p>Advisory Group advises ODE on plan development and implementation. They meet monthly. The only student success plan that does not have an advisory group is the Immigrant and Refugee. If interested, please reach out and we can connect you.</p> <p>Grant Program: provide grant funds to implement the strategies of respective Student Success Plans.</p> <p><b>Johnna:</b> Is the main goal belonging? Are there other academic goals that the plans have and report on? Are goals "belongingness" and is that the main goal across all the plans?</p> <p><b>Torrey:</b> Yes, that is the main goal across all plans. We track attendance.</p> <p><b>Kali:</b> Alyssa presented on Every Child Belongs, ODE has Every Student Belongs... Yet there is not a clear alignment in linkage with every child belongs and every student belongs. Where do they fit into that, the black student success committee is a good place to show where three programs tie in. Create plan to tie into three programs where students are belonging.</p>	

**Dr. Williams:** ODE is working to align our initiatives, like our student success plan to monitor academic outcomes, attendance, discipline. Each have started at different places with different advisories and utilizing lessons learned and creating those plans. We'll be attending to some of those concerns.

**George:** Integrated guidance. I look at this and think of how to make it stick. One thing for the state to have initiatives, but another thing for the school district to implement and use it as a resource. How this ties into culturally specific practices for teachers and staff if there are newsletters or people that come to use to make the information stick.

**Torrey:** We struggle with CBO's and schools. Some schools want to work with CBO's and other times not so much. We will do that alignment for sure. Monitoring and evaluation on grant program. We do quarterly or monthly financial reporting. Quarterly can be more helpful to dissect information. Annual mid-year and final progress reports are important to see how funds are being spent.

**Johnna:** Is there a plan that each success plan has an evaluation? Are you on a schedule?

**Torrey:** We have three external evaluators. They evaluate and send those back to us. We use three anonymous external evaluators.

**Dr. Williams:** A report was submitted in the past. Now that we have new members coming onboard, we will have to review a rhythm of evaluation.

**Kali:** Black Student Success plan has had evaluations plans. Want to flag disproportioned amount of evaluations on POC plans.

**Torrey:** Will get that information on plan evaluations and report back.

**Angela:** We are expecting these groups to do things with the money our school system should be doing with the money. Appreciate you Dr. Williams on coordination. When public thinks its narrowing achievement gaps, when the school system should be giving funds to create those supports.

**Jenny:** As a CBO, as a Latinx SSA grantee, I think its important to have that evaluation piece. We serve rural

	<p>communities, and we can't get school districts who want to partner with us to make children feel belong or advanced. Applying for SSA program requires a lot of time in the application to show you really understand what the goals are. It is a rigorous process.</p> <p><b>Torrey:</b> Its rigorous for smaller CBOs as well, when bigger CBO's have dedicated people for that grant writing. 2024-28 Grant Program Cohort. Four-year grants awarded in October 2024. Monthly grantee Community of Practice meetings. Grantees will develop resources, providing real-world, actionable methods for Local Education Agencies to implement the SSPs.</p> <p><i>Torrey to come back for next meeting.</i></p>	
<p><b>Reminders: Work plan and advocacy letter status</b></p> <p>Ethics training on May 30<sup>th</sup></p> <p>New round of attestation forms (do them annually)</p>	<p><b>Javier:</b> Thank you for drafting a letter for Kali and Goerge. Where do we stand with SB141, HB2009. Are they in Ways and Means, where do we move forward.</p> <p><b>Johnna:</b> Yes, its currently in Ways and Means. Policy itself is done for the moment. Letter we can use as a support to make those changes or tweaks that we want to see in implementation through ODE.</p> <p><b>Javier:</b> Has there been any hearings?</p> <p><b>Johnna:</b> 144 had hearing in education policy committee, don't know if it has hearing in Ways and Means. Would need to happen fairly quickly, now more so that the revenue came out last week.</p> <p><b>Javier:</b> If we chose to move forward with letter, we will need to make those steps.</p> <p><b>Kali:</b> Would like to acknowledge that email Angela has come up on process. How does the committee get to see and weigh things earlier. It is something this committee has to grapple with. If there is rulemaking or other pieces, how do we weigh in and provide input before its implemented.</p> <p><b>Javier:</b> It was part of our workplan to lift up. Moving forward with Rachael, Johnna, and myself we can maybe bring up more items for short session. HHC is looking at agency impact conversations as well.</p> <p><b>Kali:</b> Johnna, is it useful.</p> <p><b>Johnna:</b> I think it is useful. It could have an impact at Ways and Means. But would need to go fairly soon.</p>	

Also think its useful as this group monitors the beginning steps of implementation, or rules and rule creation. Would say its on us and ODE as a partner to make sure we get you that info early enough. I agree it feels you are doing this work and yet if its not done early enough, what's the real impact. Will commit with GO team and ODE we will be more cognizant of that.

**George:** Comfortable with anything, would say in general if we were to be on the same page, if we had a work session and got behind what exactly we wanted to support. I think I get more information on what's happening, usually know not everyone lives in the same world I am with information on COSA and ODE. Generally feel like I get enough information, but don't fee like this group may be getting that. Fundamentally would ask we support HB2009. I think we need to have work sessions.

**Javier:** Maybe we create work sessions and doing some organizing. Just to wrap us up, where are people at with this advocacy. Is this something we influence with rules policy later on.

**Geoge:** I'll support and follow up with the group.

**Kali:** Support us moving forward too, defer to chair.








**Angela:** My issue with the process is even before accountability bills were filed, we as a group talked a bit about it. As an advisory group, we can give feedback, advice, and our role. The bill was filed and now we are being asked to support it. Feels like we have not had a meaningful discussion on the bill and how it sits with a larger landscape of accountability. Feels like we as a committee have not had meaningful discussion that are pressing. We were asked months ago to individually submit what we would like to see priorities as a committee and we have not seen work around that.

**Javier:** The update is on the workplan. We can put it up on our agenda for rest of our priorities.

**Cynthia:** As Supt., George gets more information. We had a lot of information and knew a lot of information. I apologize for not getting that information to you all.

**Javier:** I recognize where we are all at. Want to recognize process as well. It's a balance. Are we ok to move forward?

	<p>Cynthia – yes  George yes. In the future we have a work session.  Kali – yes  Angela – no  Sonia – yes  Marie – yes , but with qualifier.  Hurley – no</p> <p><b>Javier:</b> We will move forward. We will put this in a google doc for folks to have 24 hours to add language or change language. Once comfortable, we can move forward.</p> <p><b>Cynthia:</b> Will talk to our next planning meeting to talk about work plan.</p> <p><b>Javier:</b> Keep an eye out for that google invitation.  Next mtg June 23, 2025.</p> <p><i>Meeting adjourned at 2:39pm.</i></p>	
--	---	--

Meeting Materials	<div> <div>  <p>2022 Suspension and Expulsion Data_f</p> </div> <div>  <p>ECB Update 5.19.25 - DELC, Chatterjee.pc</p> </div> <div>  <p>ODE Presentation to the RJC Education Cc</p> </div> <div>  <p>ODE Civil Rights Support Program On</p> </div> </div> <div> <div>  <p>SSP Plan Presentation - RJC-Ei</p> </div> <div>  <p>Student Success Programs - ODE, Sim</p> </div> <div>  <p>2024-28 OEDI SSP Grantees + Previous</p> </div> </div>
-------------------	---

### Zoom Chat

- 13:00:38 From Johnna Timmes to Hosts and panelists:  
I'm here. Gonna quickly eat lunch. Which I'm sure you are happy not to watch
- 13:02:34 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:  
Agenda
  - DELC (15 minutes total including Q&A)
    - Presentation on Every Child Belongs (Director Chatterjee)
  - Civil Rights Positions (15 minutes total including Q&A)
    - Discussion (Dr. Williams) i. Status of positions
    - What type of guidance does ODE provide to district, Q&A
  - Overview of Student Success Plans (Torrey Sims & Dr. Williams) (20 minutes including Q&A)
    - Status Update
    - Successes and Challenges
    - Q&A
  - Reminders: Work Plan and Advocacy Letter Status-All (Remaining Time)
- 13:03:15 From Dr. Charlene Williams to Hosts and panelists:  
Emily Nazarov is joining to discuss CR specialists
- 13:05:21 From Jenn Simonson to Hosts and panelists:  
My speakers are not connecting for some reason. I'm with the YMCA of Columbia-Willamette
- 13:39:35 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:  
TAG+ Talent and Gifted, yes?



13:39:40 From George.Mendoza to Hosts and panelists:  
Division 22 report that attaches name of District Civil Rights Coordinator and annual training update documentation; Share Next steps or crystal ball with Federal government and civil rights please

13:39:47 From Rachael Moser to Hosts and panelists:  
Yes, Javier

13:40:04 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:  
Thank you!

13:41:38 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
Is that a communication thing? Can TAG information be part of the communications plan?

13:48:20 From Emily Nazarov (she/her) - Government and Legal Affairs - ODE to Hosts and panelists:  
[https://odemail-my.sharepoint.com/:p:/g/personal/ode\\_glamonedrive\\_ode\\_oregon\\_gov/ESI1i10A8xtGqkKn6OAX9\\_gBY9FyZgNgxA8YENHQc5Fw7A?e=aMXcva](https://odemail-my.sharepoint.com/:p:/g/personal/ode_glamonedrive_ode_oregon_gov/ESI1i10A8xtGqkKn6OAX9_gBY9FyZgNgxA8YENHQc5Fw7A?e=aMXcva)

13:48:30 From Emily Nazarov (she/her) - Government and Legal Affairs - ODE to Hosts and panelists:  
[https://odemail-my.sharepoint.com/:b:/g/personal/ode\\_glamonedrive\\_ode\\_oregon\\_gov/EZDRpieOI5IOjsX-G2LxzMMBTnkVOSYemQwTfOo09d0-Vw?e=aTP9Lu](https://odemail-my.sharepoint.com/:b:/g/personal/ode_glamonedrive_ode_oregon_gov/EZDRpieOI5IOjsX-G2LxzMMBTnkVOSYemQwTfOo09d0-Vw?e=aTP9Lu)

13:49:12 From Emily Nazarov (she/her) - Government and Legal Affairs - ODE to Hosts and panelists:  
The first item is a copy of the ODE civil rights presentation. The second item is the Support Program one-pager.

13:54:05 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
We are getting Monthly reports

13:54:47 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
on investigation backlog and resolutions

13:59:28 From Angela Uherbelau to Hosts and panelists:  
Javier, I may be the only one but I don't see a Friday email with the Student Success Act data sets. Can you please resend?

13:59:29 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
Is the main goal belonging? Is there an academic outcome also?

14:02:48 From Javier Cervantes, Gov. Office (El, He, Him, His) to Hosts and panelists:  
All, the slides were sent on Friday under the subject line: Agenda: Education Committee 5/19/25...I will resend.

14:04:12 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
Great point Kali

14:19:29 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
Thanks for the reminder, Jenny!

14:23:11 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
Let's have Torrey back, if we can

14:28:33 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
I will make sure you are aware as soon as we know about rules creation.

14:30:05 From Jenny Pool Radway (ella/she/her) Consejo Hispano to Hosts and panelists:  
Apologies all, I have a hard stop at 2:30pm, thanks for a great meeting!

14:30:24 From Alyssa Chatterjee (she/her), DELC to Hosts and panelists:  
I apologize, I need to run to my 2:30. Thank you for the opportunity to join today's discussion and please feel free to reach out if you have any additional questions, wonderings, feedback about Every Child Belongs.

Email: [Alyssa.chatterjee@delc.oregon.gov](mailto:Alyssa.chatterjee@delc.oregon.gov)

14:32:25 From Dr. Charlene Williams to Hosts and panelists:  
Team, I support GO and helping you get what you need sooner. I have to leave for another meeting. Take care

14:33:00 From Johnna Timmes, Gov Office (she/her) to Hosts and panelists:  
I'll be right back

14:34:43 From Kali Thorne Ladd to Hosts and panelists:  
I think Chair Richardson should give us direction here.

14:36:06 From Sonya Moody-Jurado to Hosts and panelists:  
Yes

14:36:06 From J. Caires Hurley (she/hers) to Hosts and panelists:  
I arrived on this committee after many you have already done a great deal of work on these initiatives. Absent a conversation, I would need to abstain. I also need to abstain given my current role with the school district.

14:38:22 From George.Mendoza to Hosts and panelists:  
I need to go...Folks are waiting on me.



# Every Child Belongs

Supporting educators to keep  
young children in care

---

**Alyssa Chatterjee**, Director, DELC

# Role of Early Learning and Care



**High Quality ECE from birth through age 5 represents 11,500 hours of Mental Health Promotion – the equivalent amount of time a student spends in K-9.**

- Support adult-child relationships
- Understand how children's emotional responses may reflect culture and community
- Foster social-emotional learning
- Distinguish between concerning behaviors from developmentally appropriate behaviors
- Provide healthy and predictable environment
- Offer direct practice through play and opportunities to receive Early Childhood Special Education services in the least restrictive environment

# Expulsion in Early Childhood

It's not called "expulsion," it's:

Your child needs  
more individualized  
care

Please pick your  
child up early today

We can't meet  
your child's  
needs

Don't bring her in  
tomorrow

Why don't you have  
him join us for half  
days for the next  
few weeks

Our program  
just isn't right  
for your child

# Why Focus on Expulsion & Suspension



- Suspensions and expulsions are stressful and negative experiences that can negatively impact children's outcomes
- Expulsion or suspension early in a child's education predicts later expulsion or suspension in school
- Adverse logistical and financial effects on the whole family when a child is expelled e.g., stress, sibling relationships, and marital discord; Freedle & Wahman, 2022; Sears et al., 2016; Wenham, 2020
- Young students who are expelled or suspended are as much as 10 times more likely to:
  - Drop out of high school
  - Fail a grade
  - Be incarcerated

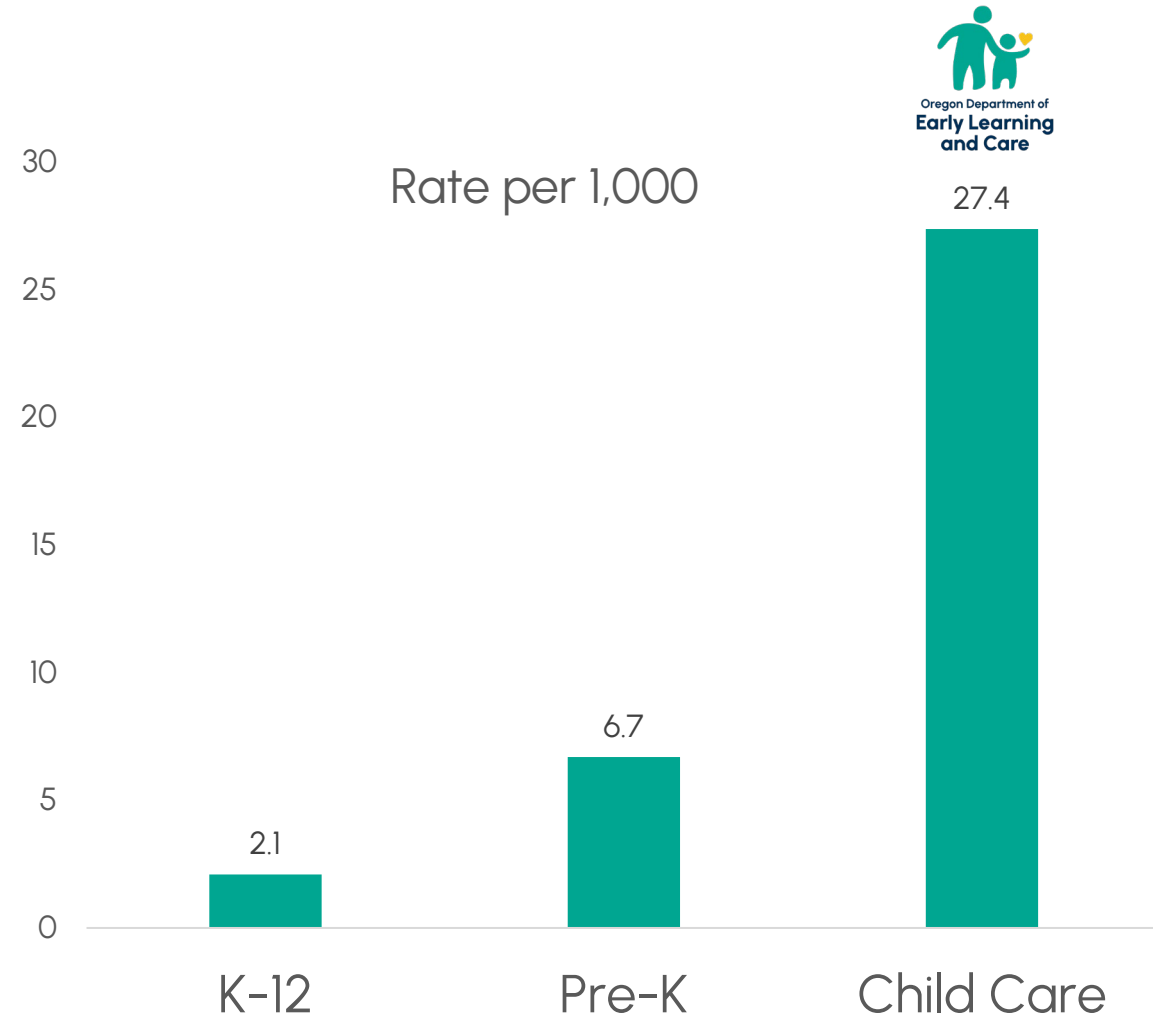


# **What We Know: National & State Data**

# National Preschool Expulsion Rates

10.4% of Pre-K teachers expelled 1 or more children in past year.

Out of every 1,000 children, 6.7 are expelled in Pre-K—triple the rate of K-12 students.



Gilliam, WS & Shahar, G (2006). Preschool and child care expulsion and suspension: Rates and predictors in one state. *Infants and Young Children*, 19, 228-245.

Gilliam, WS (2005). Prekindergartners left behind: Expulsion Rates in state prekindergarten programs. *FCD Policy Brief, Series No. 3*. Available: [www.ziglercenter.yale.edu/publications/briefs.html](http://www.ziglercenter.yale.edu/publications/briefs.html)

# National Findings

## Strike 1 Older Boys

- Boys 3 ½ times more likely than girls
- 4-year-olds 50% more than likely than three-year-olds

## Strike 2 Children of Color

- Expelled at 2x the rate of white children and 5x the rate of Asian children
- Comprise 18% of preschool enrollment, and 48% of preschoolers suspended more than once

## Strike 3 Setting Characteristics

- High teacher:child ratios
- High teacher stress
- Same staff with long school day
- Too little or too much structure
- No consistent availability of a mental health consultant



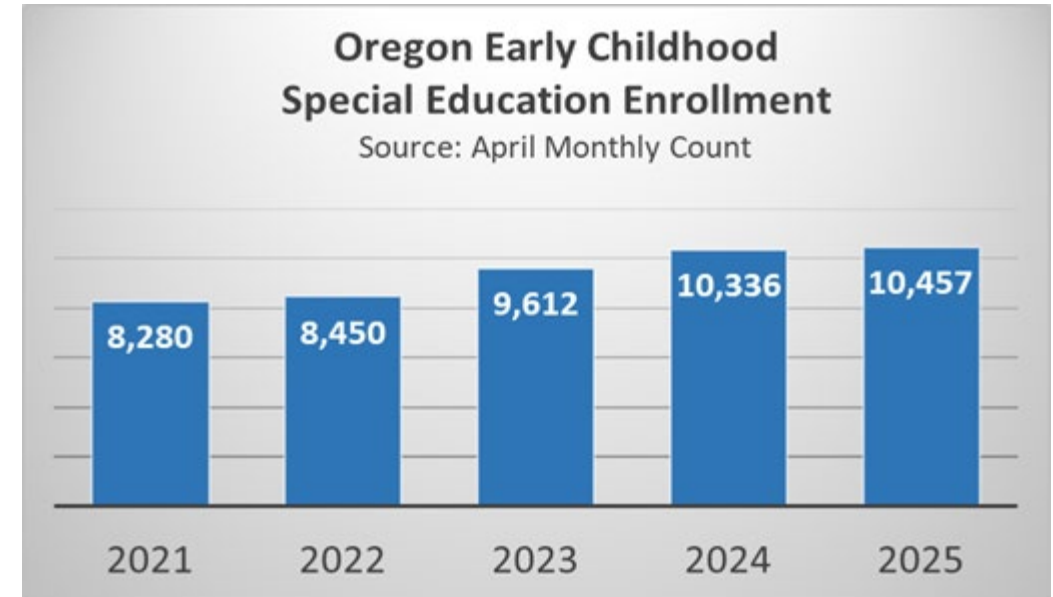
# Oregon Early Intervention & Early Childhood Special Education (EI/ECSE)



- Purpose: To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings, in their homes, with their families, in child care, preschool or school programs and in the community.
- Eligibility:
  - 33% delay in two or more domains,
  - 40% delay in one domain,
  - 50% delay in one domain,
  - 1.5 standard deviations in 2 or more domains,
  - 1.75 standard deviations in one domain,
  - 2 standard deviations in one domain, OR
  - 2 standard deviations in two or more domains

# IFSP Data

- **1,180 children** have a current Individual Family Services Plan (IFSP) with behavior checked as a factor
- Children eligible for Early Childhood Special Education continues to rise
- Children with IFSPs in Preschool Promise programs has increased from **638 to 1,101** in the three school years between 2021 and 2023



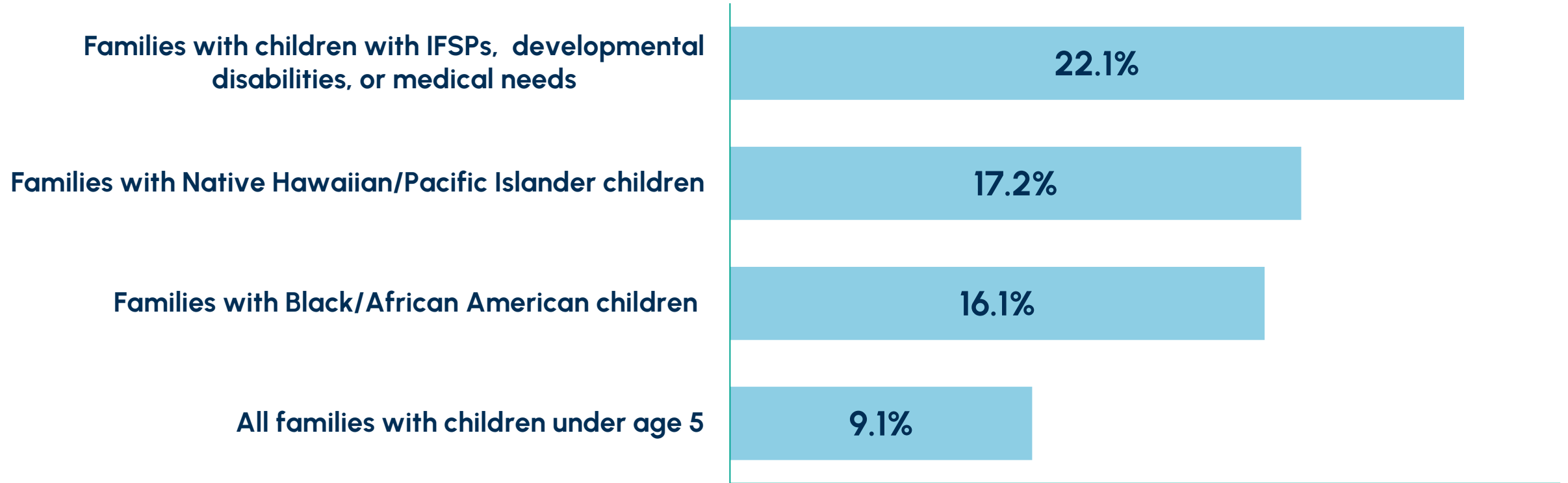
# Impacts in Oregon



<sup>1</sup>Pears KC, Bruce J and Scheidt D (2023). Oregon Preschool Development Grant Birth to Age 5 Strengths and Needs Assessment: 2022 Statewide Household Survey Results.

\*based on assumptions of predicted Oregon families needing child care & estimates from 2022 Statewide Household Survey

# Suspension & Expulsion: Disparities in Oregon



Percentage of Oregon families with children under age 5 who were asked to leave or take a break from care (2022 Household Survey) <sup>1</sup>

2023-2024 data show these disparities persist into K-12 systems<sup>2</sup>

# Suspension & Expulsion: Connections to Provider Well-Being



- 23% of the 2021 ECE workforce left the field before 2022, without sufficient qualified individuals to backfill programs (Oregon Child Care Workforce Study 2022)
- Providers across the state of Oregon are experiencing high levels of anxiety and depression<sup>1</sup>
  - Anxiety: 5x the rate of the general population
  - Depression: 2.5x the rate of the general population
- According to a recent statewide survey of providers, early educators with higher levels of anxiety and depression also reported higher frequencies of feeling overwhelmed or burdened by children's behaviors.<sup>2</sup>
- Financial distress may also impact early educators' wellbeing, which in turn might increase their use of exclusionary practices<sup>3</sup>



# **Building a Responsive System**

# Addressing Early Childhood Suspension & Expulsion in Oregon (2021)



- **SB 236:** Established a prohibition on the use of suspension and expulsion in early learning and care programs; effective July 1, 2026
  - This will apply to any ECE program that is licensed by CCLD or that receives public funding from DELC
- **HB 2166:** Established the Early Childhood Suspension and Expulsion Prevention Program (*now Every Child Belongs*) and includes an array of services and supports for early learning and care providers

# Drivers & Interrupters of Expulsion & Suspension in Early Childhood



## Drivers

- Chaotic environments
- Adult stress and feelings of hopelessness
- Punitive disciplinary techniques
- Implicit and explicit bias
- Experienced trauma, prenatal substance exposure, houselessness, hunger, etc.

## Interrupters

- Structured environments
- Teaching Social-Emotional Skills
- Improve caregiver-child relationships
- Coaching and mental health consultation
- Connection to supports and services



# Features of Successful State Approaches to Reducing Exclusionary Practices



- A range of **supports** are available for programs (training, coaching, technical assistance, IECMH consultation, family supports)
- A **helpline** that makes it easy for programs to ask for and receive rapid assistance tailored to their needs; referrals for families are also available
- Promote programs use of helpline and supports (e.g. partnerships with CCR&Rs, licensing, and quality improvement)
- **Track** the delivery of supports and their outcomes, and collect data on changes in programs' use of exclusionary practices overtime
- State policy drives programs to use helpline and supports

# Creation of Every Child Belongs



## Three components:

1. Centralized system to request support when considering suspension or expulsion of a child from their program: **ECB Connect**
2. Regional supports and interventions for providers and families by leveraging existing investments and addressing gaps in services:  
**Regionally Based Services**
  - Coaching, technical assistance and professional development through CCR&Rs
  - Early Intervention/Early Childhood Special Education
  - Occupational Therapy
  - Behavioral Health
  - Infant Early Childhood Mental Health Consultation ←New
3. Statewide data collection system for requests, services, and retention rates

# Multi-Tiered System



# Implementation



- **Professional Development Opportunities**

- **Pyramid Model** – social and emotional framework and training for early educators
- **Trauma Informed Care** training
- **Antibias practices** training
- **Inclusion** and behavior de-escalation training

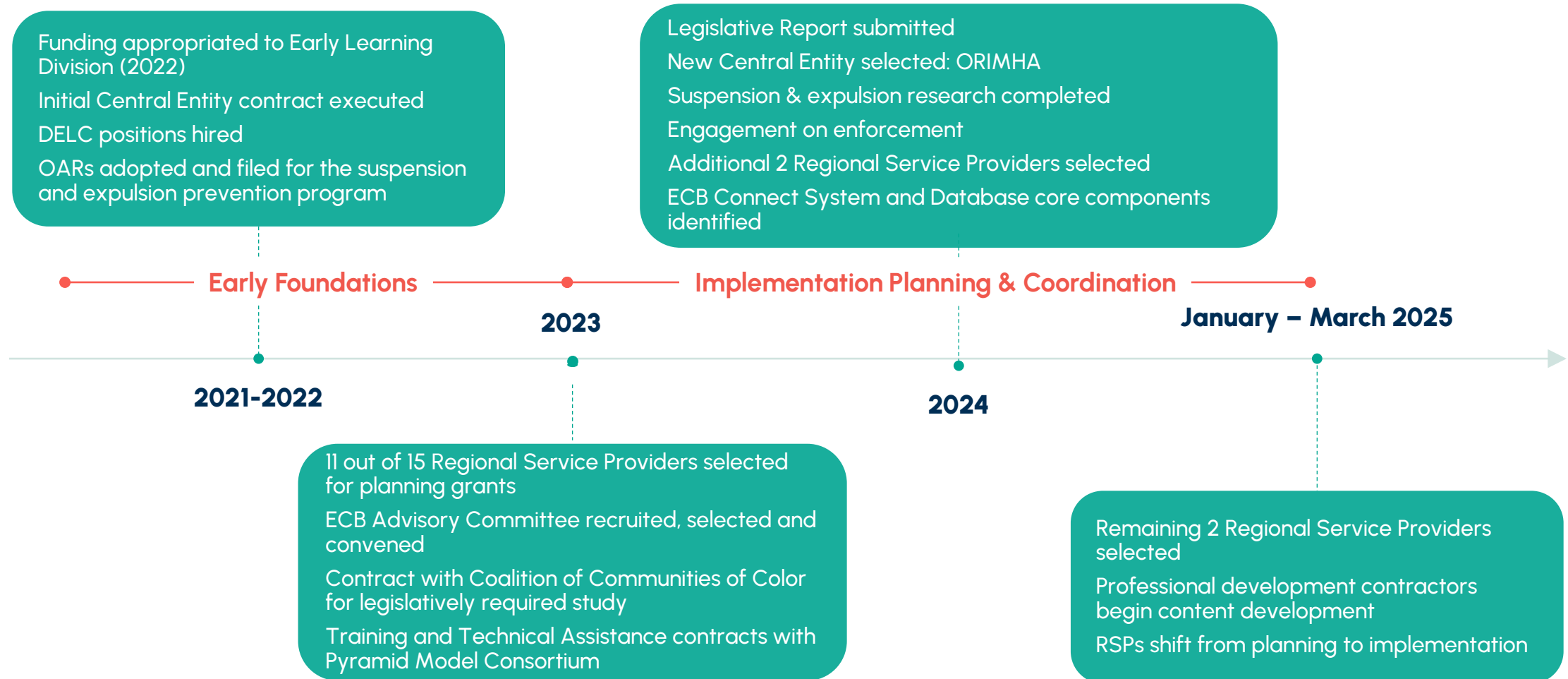
- **Technical Assistance**

- Child Care Resource and Referral staff in all 15 regions readied to respond to requests
- Added 17 Inclusion Specialists hired in 14 regions with one region in hiring process

- **Infant & Early Childhood Mental Health Consultation**

- 4 out of 5 pilot regions have hired to begin pilot in July, additional regions will hire in phases through December for a minimum of 22 IECMHC
- Central entity, Oregon Infant Mental Health Association is working with all 16 grantees in 15 regions to move into implementation

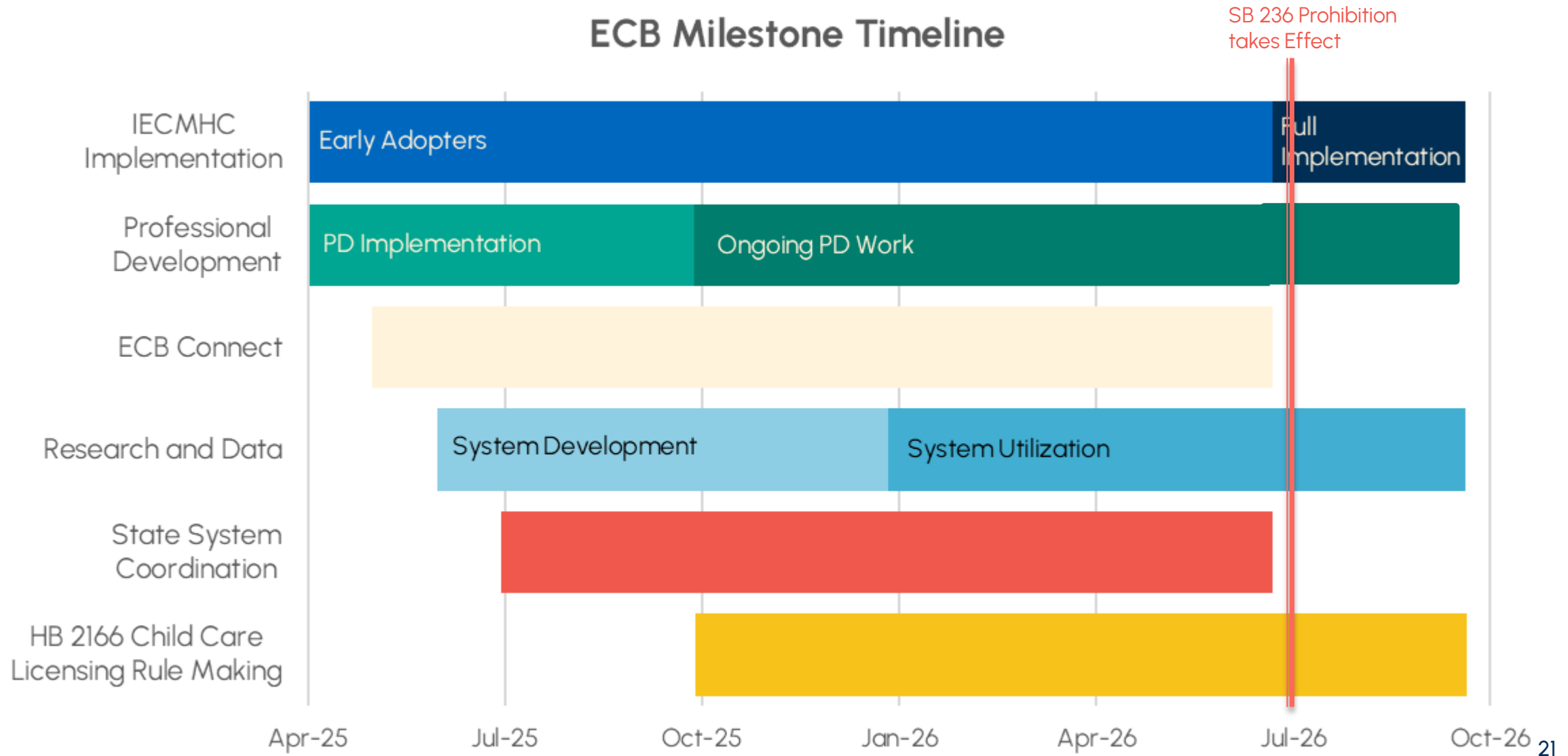
# Implementation Timeline: Work to Date



# Implementation Timeline: Work Ahead



## ECB Milestone Timeline





# Questions?

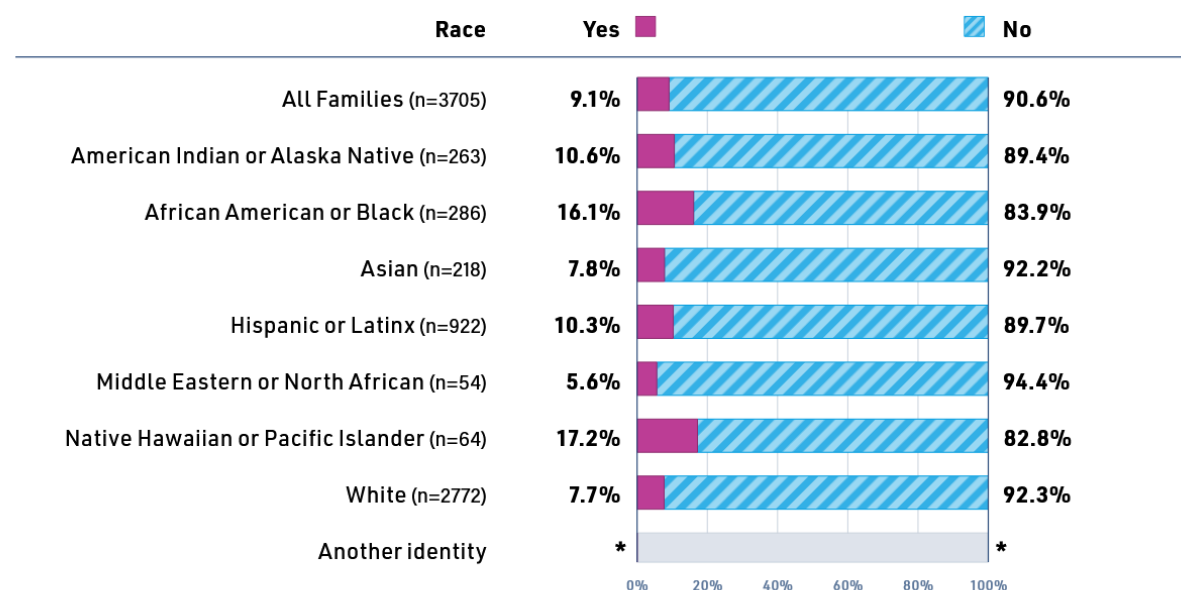
Alyssa Chatterjee, Director  
[Alyssa.Chatterjee@delc.Oregon.gov](mailto:Alyssa.Chatterjee@delc.Oregon.gov)

Jon Reeves, Professional Learning  
Director [Jon.Reeves@delc.Oregon.gov](mailto:Jon.Reeves@delc.Oregon.gov)

## Oregon Early Childhood Suspension & Expulsion Rates

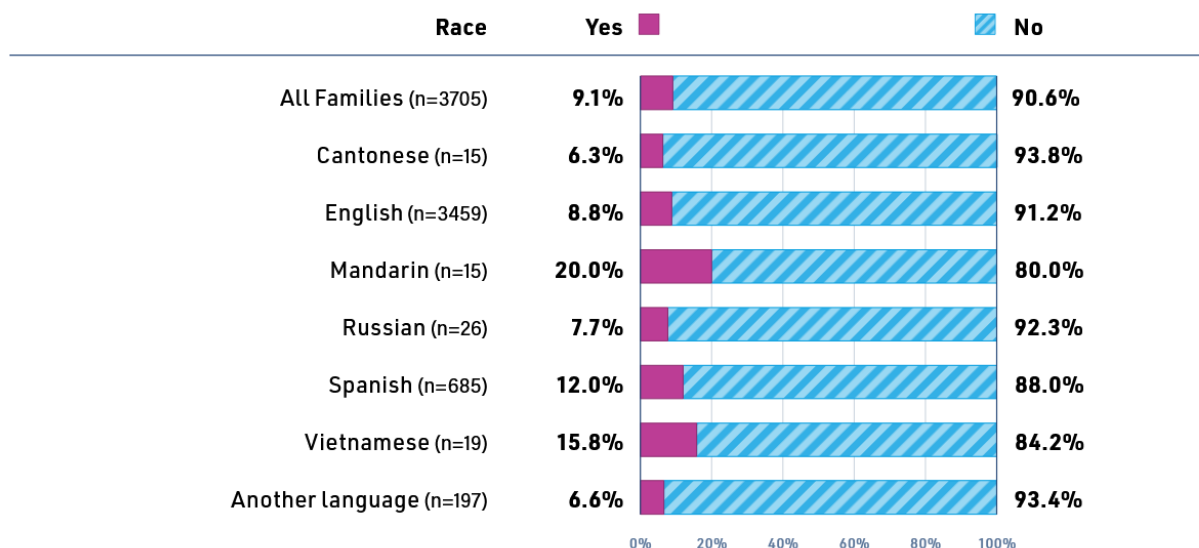
The Department of Early Learning and Care (DELIC) contracted with Portland State University and the Oregon Development Institute to conduct the [2022 Statewide Household Survey](#). Outreach was made to over 400 organizations and was advertised via social media, email, posters, as well as information nights where families could learn about the survey and receive assistance completing it. The survey was open for six weeks (December 2022 – January 2023), and families were provided a \$20 digital gift card for their participation. 3,750 parents completed the survey.

**Figure 26. Rates of children being asked to “take a break” from care by child race/ethnicity**



\*Fewer than 10 people in the group

**Figure 27. Rates of children being asked to “take a break” from care by home language**



\*Fewer than 10 people in the group





# ODE Civil Rights Unit

Presentation to the Racial Justice Council Education Committee

May 19, 2025

# ODE's Civil Rights Unit

---

**Over the past five years, the Civil Rights Unit has grown from 1.25 to 7 positions**

- 3 Civil Rights Specialists
- 3 Civil Rights Support Specialists
- 1 limited duration Civil Rights Administrative Support Specialist

**This additional capacity has allowed ODE to grow our program offerings and increase our impact across the state, supporting student belonging and wellness**

- Training and technical assistance for schools, school districts, and education service districts (ESDs)
- Civil Rights Coordinators (CRCs) Program *effective January 1, 2024*
- Civil Rights Support Program *launched Spring 2025*

# Services offered to districts and community

---

## Civil Rights Specialists

**Training for schools, districts, and ESDs** focused on how to implement state and federal civil rights laws

**One-on-one or small group technical assistance for schools, districts, and ESDs** navigating civil rights concerns

Training and technical assistance for **Civil Rights Coordinators**

## Civil Rights Support Specialists

**Training for community members** focusing on a district's civil rights obligations and how to navigate dispute resolution options

**One-on-one support for community members** navigating civil rights concerns

Connecting community members with their **Civil Rights Coordinators**

# Civil Rights Support Program

---

During the summer of 2022, the Department held eight listening sessions around improving the Complaint and Appeal Process.

Several listening session participants shared that experiencing the trauma that led to the complaint, and then working through the complaint process, felt scary, emotionally draining, and lonely.

These listening session participants expressed the need for complainants to receive additional assistance in navigating district and Department Complaint and Appeal processes.

We heard this same need expressed from other partners, including the RJC.

During the 2024 short session, Governor Kotek requested new positions for the agency, including what we now call the Civil Rights Support Specialists. We launched the Civil Rights Support Program in the Spring of 2025.

# Mission Statement

---

*The Civil Rights Support Program seeks to empower students, families, and members of the school community with the resources, education, and support necessary to address instances of discrimination appropriately and efficiently.*



# Guiding Principles

---

Client-  
Centered

Responsive

Lowest-Level  
Resolution

Proactive  
Engagement

Collaboration

Accountability

# Contact the Civil Rights Support Program

Email: [ODE.CivilRightsSupport@ode.oregon.gov](mailto:ODE.CivilRightsSupport@ode.oregon.gov)

Phone: (971) 209-8278

Website: <https://www.oregon.gov/ode/students-and-family/equity/civilrights/pages/default.aspx>

## **Collin Foster-Lawson**

Civil Rights Support Specialist

[collin.foster-lawson@ode.oregon.gov](mailto:collin.foster-lawson@ode.oregon.gov)

503-551-1476

## **Dawn McClendon**

Civil Rights Support Specialist

[dawn.mcclendon@ode.oregon.gov](mailto:dawn.mcclendon@ode.oregon.gov)

503-559-8548

## **Jillian Stone**

Civil Rights Support Specialist

[jillian.stone@ode.oregon.gov](mailto:jillian.stone@ode.oregon.gov)

503-551-6308



## ODE Civil Rights Support Program

### Program Overview

The Civil Rights Support Program supports well-being, equity, and inclusive learning environments for all Oregon K-12 students by providing direct support, education, and advocacy to students, families, and members of the school community who may have experienced discrimination. Civil Rights Support Specialists assist with accessing and navigating local (school or district), state, and federal dispute resolution processes to ensure that instances of discrimination are addressed appropriately and efficiently. The program encourages a mindset of collaborative problem-solving that centers meeting the needs of students.

### Examples of Services Offered

Civil Rights Support Specialists are available to work one-on-one with students, families, or members of the school community in the following areas:

- Supporting effective communication between families and schools with the goal of resolving issues at the lowest level possible.
- Assisting with filing complaints of discrimination at the local, state, or federal level.
- Helping to locate discrimination policies, complaint procedures, and useful points of contact within their school or district.
- Offering education around state and federal civil rights laws, including Oregon's protected classes, Every Student Belongs, Abbreviated School Day Programs, Title VI, Title IX, Section 504, and Title II of the ADA.

### Contact the Civil Rights Support Program

Email: [ODE.CivilRightsSupport@ode.oregon.gov](mailto:ODE.CivilRightsSupport@ode.oregon.gov)

Phone: (971) 209-8278

Website: <https://www.oregon.gov/ode/students-and-family/equity/civilrights/pages/default.aspx>





# Oregon's Student Success Plans

---

RJC-Education Committee  
May 19, 2025

# Agenda



- Overview of the Student Success Plans
- Grant Program Monitoring & Evaluation
- Participation & Outcomes



Oregon's **Student Success Plans** create pathways for every student to thrive by providing strategies that respect, reflect, and celebrate the identities they hold.

# Student Success Plan Milestones

American  
Indian/Alaska  
Native  
Student  
Success Plan  
1980s / 2015

Latino/a/x &  
Indigenous  
Student  
Success Plan  
2019

Native  
Hawaiian/  
Pacific  
Islander  
Student  
Success Plan  
2023

African  
American/  
Black Student  
Success Plan  
2016

2019  
Student  
Success Act

LGBTQ2SIA+  
Student  
Success Plan  
2021

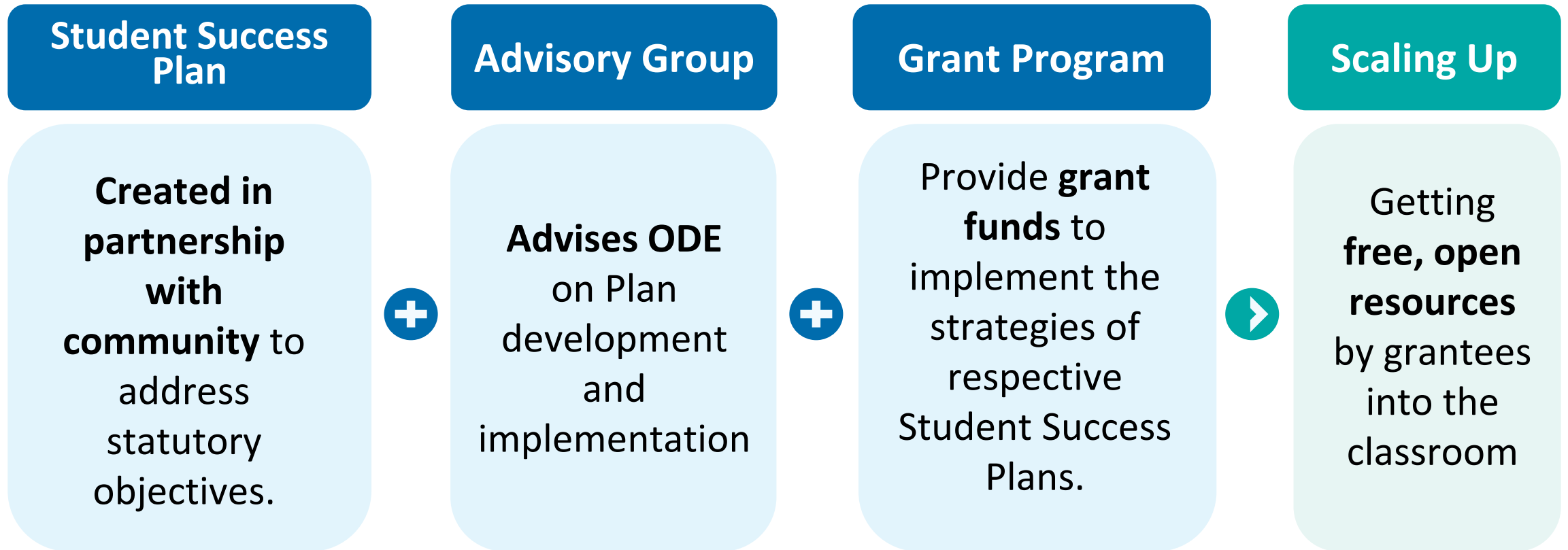
2023  
HB 2275  
Alignment to SIA  
Application

Immigrant /  
Refugee  
Student  
Success Plan  
2024

SSP Resources  
in [Oregon](#)  
[Open Learning](#)

2025-2028

# Student Success Programs





# Monitoring & Evaluation



# Grant Program Monitoring & Evaluation

## Monitoring & Technical Assistance

- Annual Project Plan
- Quarterly or Monthly Financial Reporting
- Annual Mid-Year and Final Progress Reports
- Site Visits
- Community of Practice

## Evaluation

- Student participant data
- Student participant survey
- External evaluation (2020; AABSS)

## Scaling Up

- Oregon Open Learning
- Support/training to LEAs



*Latino/a/x and Indigenous SSP Grantee*

# 2024-2028 Grant Program Cohort

---

- **4-year grants** awarded in October 2024
- Monthly grantee **Community of Practice** meetings
- Grantees will develop resources, providing **real-world, actionable methods for Local Education Agencies** to implement the SSPs.



*AABSS Grantees (top) & LGBTQ2SIA+ Grantees (bottom)*



# Student Success Grantee Highlights

## Latino/a/x

- **90-min after-school sessions** for 600+ students
- **Providing early literacy instruction** in a culturally specific manner to 135 students into 11 classrooms from ages 0-Pre-K.

## LGBTQ2SIA+

- **Workshops and trainings** (student voice, LGBTQ2SIA+ Bystander Intervention for youth, and LGBTQ 101)
- **Regional Youth Summit** in Southern Oregon (grew from 65 youth in year one to 150 youth in year two)

## AABSS

- **Recruitment and networking efforts** to hire African American/Black staff members.
- Conducted [youth action research](#) to identify ways to support youth impacted by the justice system.

## NHPI

- **Coming Soon**
- 15 Grantees awarded in 2024-25

## Immigrant/Refugee

- **Coming Soon**
- 18 Grantees awarded in 2024-25



# Participation & Outcomes

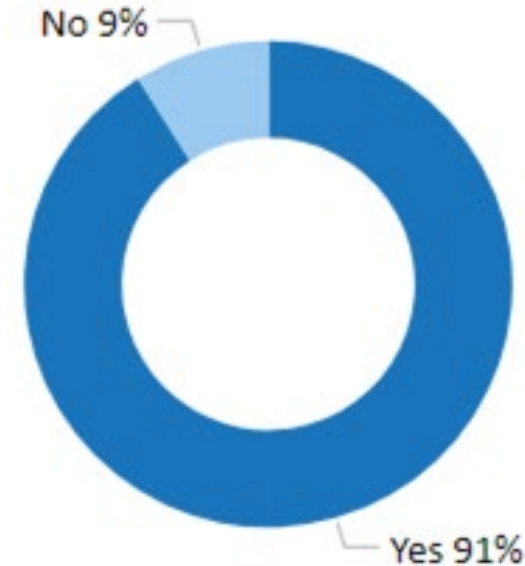
# Student Success Outcomes: 2023-24 Participant Survey

**84%** of survey respondents reported successfully connecting their learning at the Grantee Organizations with school activities.

517 participants (3rd – 12th grade)

30 unique home languages represented

Are there other students you consider **friends** at [grantee organization]?

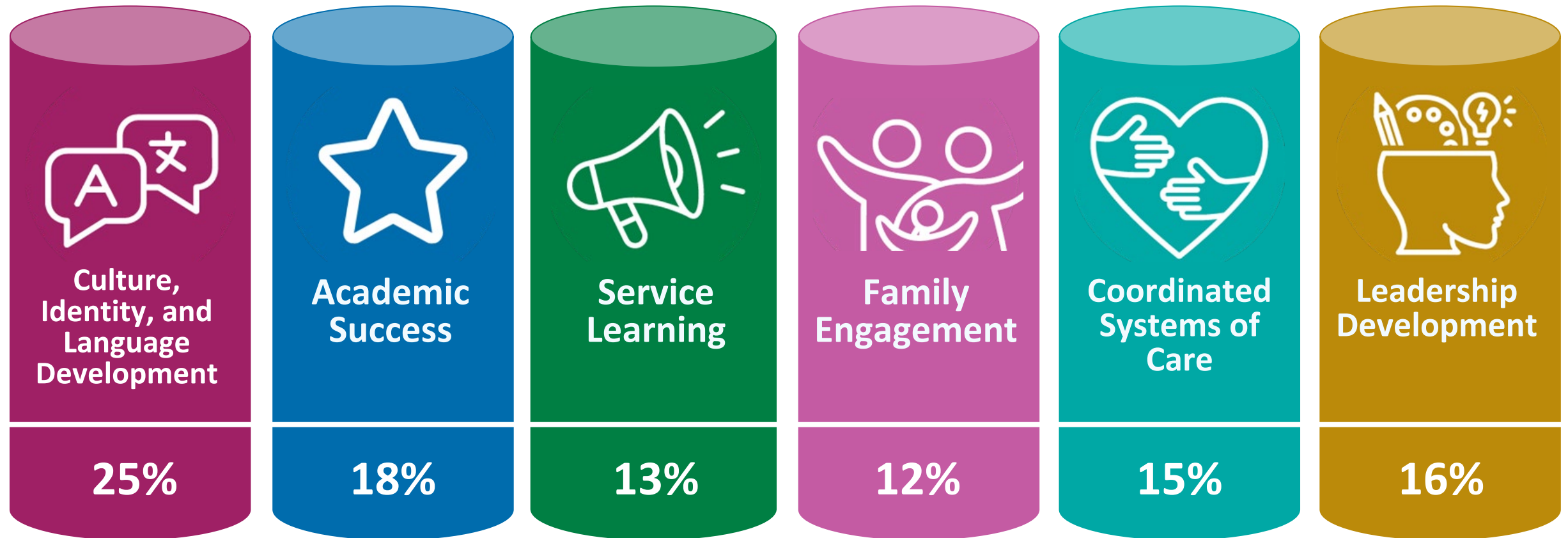


***"I enjoy being with friends and getting work done because I feel accomplished."***

- Student Success Plan Participant

# Student Success Plan Pillars

*Common Framework to Categorize the Strategies of Each Plan*



*Top services or activities respondents engaged in with the grantee organization (%)*

*Source: [2024 Student Success Pilot Survey Report](#)*

# In their own words

---

*“I have friends here who are like me and adults who can help me with anything hard that happens at school or home. Mentors are like me and friends are like me here and we help each other and learn and support.”*

*“How it is career focused, And it's not just sitting at a desk listening to information it is actually hands on.”*

*“One thing I enjoy at [Grantee Organization] is that we go on field trips and get food. And, they help me get my grade up to an A”*

*“I enjoy the sense of community that [Grantee Organization] gives me. In addition to that, I am thankful for making new friends!”*

*“Aprender y sentirme parte de algo y que pertenezco” (“Learn and feel that I am part of something and that I belong”)*

# African American/Black Student Success: Participant Outcomes

Table 3. 2023-24 Graduation by Student Success Plan Participation

School Year	Student Success Plan Participation	Student Race/Ethnicity	Graduation Rate
2023-24	AABSS Participants	AA/B Inclusive	75.9%*
2023-24	AABSS Participants	Non AA/B	74.4%
2023-24	Non AABSS Participants	AA/B Inclusive	74.4%
2023-24	Non AABSS Participants	Non AA/B	82.2%

*\* Notably, six AABSS grantees had graduation rates that surpassed the statewide graduation rate of 81%. Among those, two grantees achieved above 90% graduation rates and two grantees where 100% of their student participants graduated high school.*

# African American/Black Student Success: Participant Outcomes

**Table 4. Post-Secondary Enrollment within 12 Months of Graduation by Student Success Plan Participation**

High School Graduation Year	Student Success Plan Participation	Student Race/Ethnicity	Percent of High School Graduates Enrolled in a Post-Secondary Institution within 12 Months of High School Graduation
2021-22	AABSS Participants	AA/B Inclusive	51.6%
2021-22	AABSS Participants	Non AA/B	57.1%
2021-22	Non AABSS Participants	AA/B Inclusive	49.8%
2021-22	Non AABSS Participants	Non AA/B	53.1%

## **Student Success Plan Programs May 2025**

Oregon Department of Education's (ODE) Office of Equity Diversity and Inclusion (OEDI) houses five of the six Student Success Plan Programs, including;

- African American/Black Student Success Plan (HB 2016 (2015))
- Latino/a/x Student Success Plan (HB 3427 Sec. 39 (2019))
- LGBTQ2SIA+ Student Success Plan (SB 52 (2021))
- Native Hawaiian/Pacific Islander Student Success Plan (HB 3144 (2023))
- Immigrant/Refugee Student Success Plan (HB 1532 (2024))

### **Purpose**

Each of these Plans require ODE to convene an advisory group composed of members, advocates and youth from the focus community, representatives from the Department of Early Learning and Care, the Youth Development Division and the Higher Education Coordinating Commission. There is some variation in each plan as to additional representation required such as from geographical regions, members from the LGBTQ2SIA+ community and English Language Learners. These advisory groups are to advise the ODE on:

- Development and implementation of the plan;
- Eligibility criteria, applicant selection process and expectations for recipients of grant awards described in this section; and
- Adoption of rules by the State Board of Education for the implementation of the plan.

Each Plan is required to address:

- The disparities experienced by plan students in every indicator of academic success, as documented by the statewide report card;
- The historical practices leading to disproportionate outcomes for plan students; and
- The educational needs of plan students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation

Each Plan must include strategies to:

- decrease the disproportionate rate of disciplinary incidents<sup>1</sup>;
- increase parental engagement;
- increase the engagement of students in educational activities before and after regular school hours;
- increase early childhood and kindergarten readiness;
- improve literacy and numeracy levels between kindergarten and grade three;
- support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance;

---

<sup>1</sup> The Immigrant/Refugee Student Success Plan is the only Plan that does not include this requirement. It is also the only plan that requires a strategy to "increase attendance of plan students in early childhood education through post-secondary education by creating affirming and welcoming environments."



- support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- support the development of culturally responsive curricula from early childhood through post-secondary education;
- increase attendance of plan students in community colleges and professional certification programs
- increase attendance of plan students in four-year post-secondary institutions of education; and
- Align the plan with similar statewide education plans developed and implemented by the Department of Education.<sup>2</sup>

Plans are directed to provide grants to early learning services, school districts, education service districts, post-secondary institutions of education, tribal governments, community-based organizations

## **Implementation**

### **African American/Black Student Success Plan**

#### **2015-17: First Grant Cycle**

- African American/Black Student Success Advisory Group established
- African American/Black Student Success Plan drafted & published
- Awarded \$2.6M in funds
- 4 Grantees, primarily located in Portland-metro area.

#### **2017-19: Second Grant Cycle**

- Awarded \$6.1M in funds
- 9 Grantees, expanded geographic reach to southern Oregon & Lane county

#### **2019-21: Third Grant Cycle**

- Awarded \$11.3M in funds
- 12 grantees (3 Grantees added from the early learning area)

#### **2021-23 (w/extensions to September 2024): Fourth Grant Cycle**

- Awarded \$19.4M (plus an additional \$9.1M of 23-25 funds)
- 14 grantees; expanded geographic reach to eastern Oregon and southern Oregon coast

#### **2024-28: Fifth Grant Cycle**

- Awarded the remaining \$10.7M in 23-25 funds and an additional \$29.6M in future biennial funds (contingent upon legislative appropriation and successful implementation)
- 21 grantees, serving all 5 regions across Oregon
- Between now and June 2028, grantees will collaborate with OEDI to create free and open resources (through Oregon Open Learning) documenting how to utilize the strategies of the plan to better serve AABSS students and families.

### **Latino/a/x Student Success Plan**

#### **2020-2021: First Grant Cycle**

- Awarded \$1.0M in funds
- 7 grantees

---

<sup>2</sup> This language is only included in the two most recent Plans: Native Hawaiian/Pacific Islander and Immigrant/Refugee.

- Culturally specific and community-based organizations, a university, and a school district to implement strategies from statewide plan

2021-2022:

- Established Latino/a/x and Indigenous\* Student Success Advisory Group
- Developed and released Latino/a/x and Indigenous\* Student Success Plan, Phase One
- Released Request for Application for grant funding after negotiating with DOJ on specific approved language

2022-2023: Second Grant Cycle

- Awarded \$6.09M in funds
- 28 grantees
- Culturally specific and community-based organizations, school districts, educational service districts, and colleges to implement strategies from statewide plan for the 21-23 biennium.

2024-2028: Third Grant Cycle

- Awarded \$1.55M in funds
- 17 grantees
- school districts, Education Service Districts, and Community Based Organizations
- Between now and June 2028, grantees will collaborate with OEDI to create free and open resources (through Oregon Open Learning) documenting how to utilize the strategies of the plan to better serve Latino/a/x students and families.

### LGBTQ2SIA+ Student Success Plan

2020: LGBTQ2SIA+ interim Student Success Plan drafted

2021-2023: First Grant Cycle

- Awarded \$2M in funds
- 14 grantees
- Awards spread across all 5 geographic regions of Oregon
- LGBTQ2SIA+ SSP Advisory Group assembled
- LGBTQ2SIA+ SSP Updated

2023-2024: First Grant Cycle - Extended

- Cohort 1 grantees given one year extension to continue work
- \$1.9M awarded

2024-2025: Second Grant Cycle

- \$1.8M awarded for Year 1 of 4-year cycle
- 14 grantees in all 5 statewide regions
- Between now and June 2028, grantees will collaborate with OEDI to create free and open resources (through Oregon Open Learning) documenting how to utilize the strategies of the plan to better serve LGBTQ2SIA+ SSP students and families.

### Native Hawaiian/Pacific Islander Student Success Plan

2023-2024

- Advisory Group was assembled during the 23-25 biennium
- OARs were adopted in June 2024
- The NHPI Interim Student Success Plan was released in July 2024

- Also in July, an RFA was released to provide funds to implement the NHPI SSP across Oregon

#### 2024-2028: First Grant Cycle

- \$2.1M in funds awarded
- 15 grantees
- Grantee deliverables now include development of open resources for implementing the NH/PI SSP

#### Immigrant Refugee Student Success Plan

#### 2024-2025: First Grant Cycle

- Partnership with Oregon Kitchen Table for extensive community outreach and input
- Immigrant/Refugee Interim Student Success Plan drafted
- \$2M in funds awarded
- 18 grantess
- Advisory Group recruitment application review underway

### **Student Success Plan Program Participation and Outcomes**

Most SSP Programs do not collect student/participant level data due to concerns about student privacy. Previous OEDI leadership made the decision not to require data collection in the programs after concerns were raised by grantees and advisory members. Current leadership has shared with Plan grantees and advisory members that we will begin to require data collection beginning with the next biennium (July 2025). Office leadership and program staff are working with RADAR to understand how we can ensure privacy for student data. Program grantees, participants and advisory members continue to have significant concerns in providing student level information, particularly in the current political climate.

The AABSS, the longest running program, is the only program that currently collects participant specific data. AABSS specific data is provided below.

Student success as reflected in the State Report Card is the standard provided in the statutory language for each plan. Below are State Report Card outcomes by Plan focal population. This information reflects focal population level data, not specific to Plan program participants.

The State Report Card does not report data specific to LGBTQ2SIA+ students because, due to low population numbers compared to overall student population, anonymity cannot be guaranteed.

The NH/PI program has not been in progress long enough to have comparative data. Student/participant level data collection will begin in the new biennium. However, the grantees, participants and advisory group for this program also continue to raise concerns about student privacy related to Plan participation.

The Immigrant/Refugee Plan program also has not been in progress long enough to have data. However, due to a relationship with ODHS Office of Immigrant and Refugee Advancement (ORIA), we will be able to access data with fewer safety concerns.

### AABSS Participant Outcomes

In 2023-24, the 12 AABSS<sup>3</sup> grantees served 4,484 students across 66 school districts in Oregon with 73 unique languages represented by grantee students including Somali, Swahili, Arabic, Maay-Maay, Amharic and more. The students served by AABSS grantees demonstrated resilience and perseverance in the face of systemic barriers and increased needs. AABSS program students navigated challenges such as higher rate of poverty, a greater proportion of English Learners and disproportionate incidence of exclusionary discipline.

- Sixty-six percent (66%) of AABSS program students are impacted by poverty, 2 times the rate of non-AABSS participants (33%).
- Fifteen percent (15%) of AABSS participants are considered English Learners compared to 11% of Non AABSS participants.
- Seventeen (17%) of AABSS participants experienced at least one exclusionary discipline action, 2.42 times the rate of Non AABSS participants (7%).

Despite these obstacles, students in the AABSS programs showed strong academic potential and outcomes compared to their racial/ethnic peers. They were identified as Talented and Gifted (Table 1) and attended schools (Table 2) at rates comparable to non-program participants.

Table 1. 2023-24 Talented and Gifted Identification by Student Success Plan Participation

<b>School Year</b>	<b>Student Success Plan Participation</b>	<b>Student Race/Ethnicity</b>	<b>Percent of Students identified as Talented and Gifted</b>
2023-24	AABSS Participants	AA/B Inclusive	3.2%
2023-24	AABSS Participants	Non AA/B	8.1%
2023-24	Non AABSS Participants	AA/B Inclusive	3.5%
2023-24	Non AABSS Participants	Non AA/B	6.5%

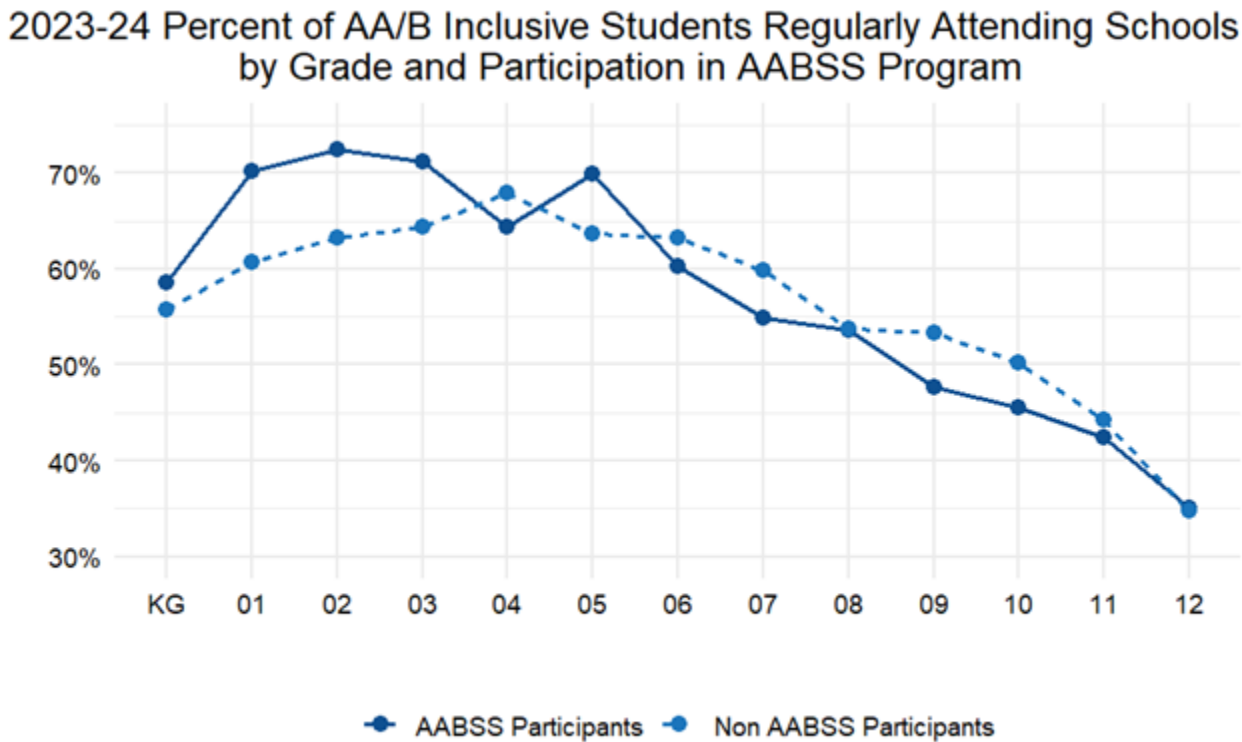
Table 2. 2023-24 Student Attendance by Student Success Plan Participation

<b>School Year</b>	<b>Student Success Plan Participation</b>	<b>Student Race/Ethnicity</b>	<b>Percent of Students Regularly Attending School</b>
2023-24	AABSS Participants	AA/B Inclusive	55.4%
2023-24	AABSS Participants	Non AA/B	60.6%
2023-24	Non AABSS Participants	AA/B Inclusive	57%
2023-24	Non AABSS Participants	Non AA/B	66.2%

---

<sup>3</sup> The Figures and tables provide summaries of AABSS program participant outcome by student Race and Ethnicity to better reflect outcomes specific to the focal student group. AA/B Inclusive reflect any student who identify as African American/Black (AA/B) only or in combination with any other race or ethnicity such as AA/B + Latinx and AA/B + Multiracial.

African American/Black elementary students who participated in the AABSS program demonstrated higher attendance rates in 2023-24 than their peers who did not participate (Figure 1). This early engagement may lay a strong foundation for consistent attendance and long-term academic outcome.



Source: ODE Regular Attenders

Figure 1. 2023-24 Student Attendance for African American/Black Identifying Students by Participation in AABSS Student Success Plan

AABSS program students are graduating high school (Table 3) and enrolling in a post-secondary institution (Table 4) at rates comparable to their peers.

- Notably, six AABSS grantees had graduation rates that surpassed the statewide graduation rate of 81%. Among those, two grantees achieved above 90% graduation rates and two grantees where 100% of their student participants graduated high school.

Table 3. 2023-24 Graduation by Student Success Plan Participation

School Year	Student Sucess Plan Participation	Student Race/Ethnicity	Graduation Rate
2023-24	AABSS Participants	AA/B Inclusive	75.9%
2023-24	AABSS Participants	Non AA/B	74.4%
2023-24	Non AABSS Participants	AA/B Inclusive	74.4%
2023-24	Non AABSS Participants	Non AA/B	82.2%

Table 4. Post-Secondary Enrollment within 12 Months of Graduation by Student Success Plan Participation

<b>High School Graduation Year</b>	<b>Student Success Plan Participation</b>	<b>Student Race/Ethnicity</b>	<b>Percent of High School Graduates Enrolled in a Post-Secondary Institution within 12 Months of High School Graduation</b>
2021-22	AABSS Participants	AA/B Inclusive	51.6%
2021-22	AABSS Participants	Non AA/B	57.1%
2021-22	Non AABSS Participants	AA/B Inclusive	49.8%
2021-22	Non AABSS Participants	Non AA/B	53.1%

### **Latino/a/x Student Success Plan**

In the 2023-24 school year, there were 141,060 Hispanic/Latino students enrolled in the state comprising 25.8% of the statewide student population. Hispanic/Latino identifying students are the largest nonwhite population in the state where one in four students in Oregon identifies as Hispanic/Latino, and the number of students has grown 2% since 2019-20. Hispanic/Latino students are already a majority population (over 50%) in eleven school districts across the state. In 2023-24, 34% of Hispanic/Latino students are Current English Learner.

Highlighting the need for sustained targeted efforts to support student outcomes, Figure 2 and Figure 3 illustrates the statewide English Language Arts and Math Achievement respectively for student groups served by the Student Success Plan within the Office of Equity, Diversity and Inclusion (highlighted in yellow).

## ELA Achievement by Racial/Ethnic Identity - All Students

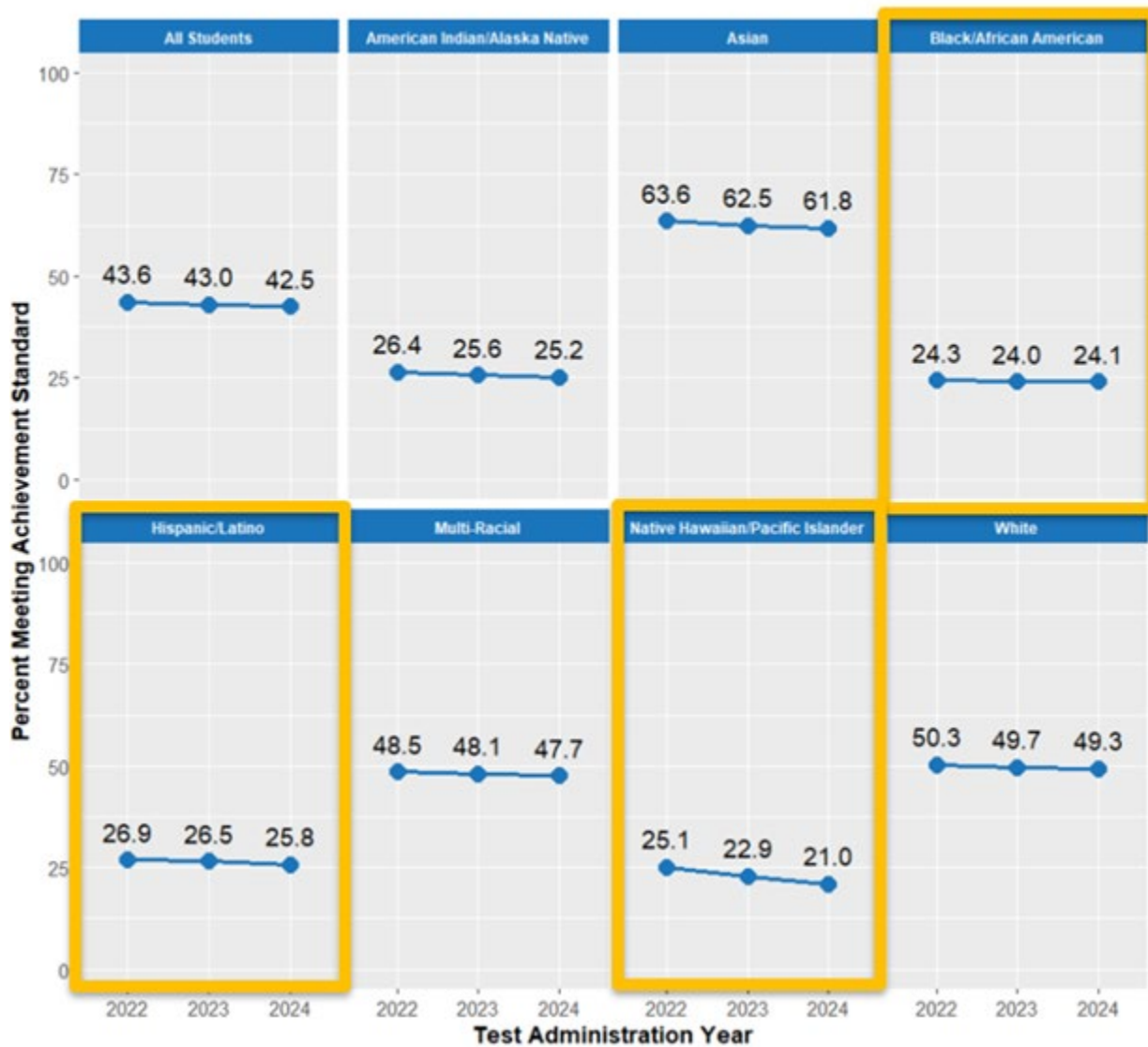


Figure 2. Statewide English Language Arts (ELA) achievement by student groups. Yellow boxes denote student focal groups served by Office of Equity Diversity and Inclusion Student Success Plans.

Source: [2024 Oregon State Test Results Data Visualizations](#)

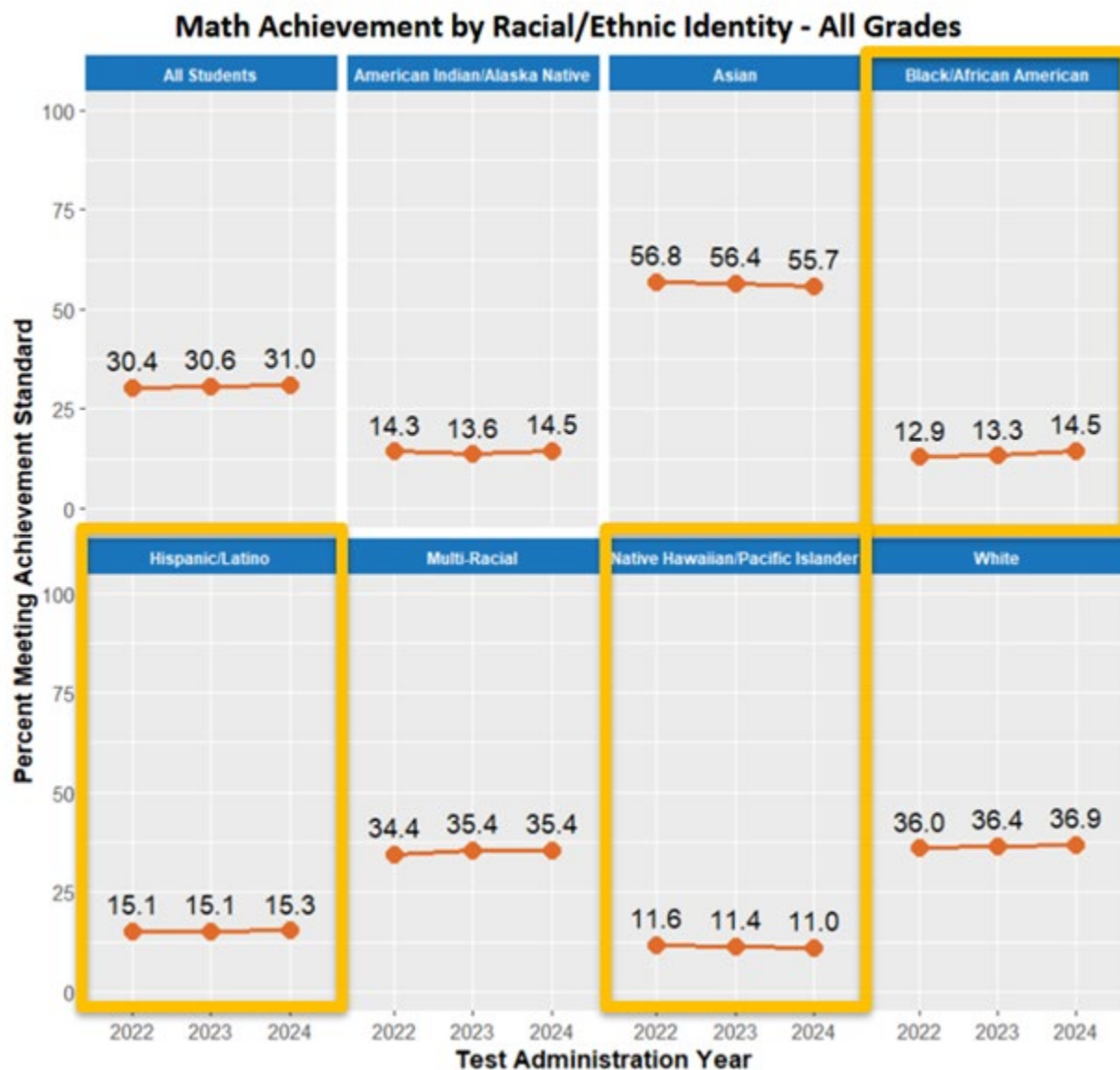


Figure 3. Statewide Math achievement by student groups. Yellow boxes denote student focal groups served by Office of Equity Diversity and Inclusion Student Success Plans. Source: [2024 Oregon State Test Results Data Visualizations](#)

### LGBTQ2SIA+ Student Success Plan

The Oregon Department of Education implemented a new gender code in the 2018-19 student and staff data collections that provides non-binary, intersex, and gender-fluid individuals with an option to identify their gender marker as non-binary. For the purpose of collecting and reporting this gender demographic, the current practice is to use the term non-binary.

On the first school day in October 2023, a total of 2,924 non-binary students were reported (Figure 4). This is an increase from the 2,777 non-binary students reported in 2022.



However, it is important to acknowledge that safety concerns may prevent some gender-expansive students from selecting the non-binary option, highlighting the continued need for the implementation of the LGBTQ2SIA+ Student Success Plan to ensure safe, affirming, and supportive school environments for all students.

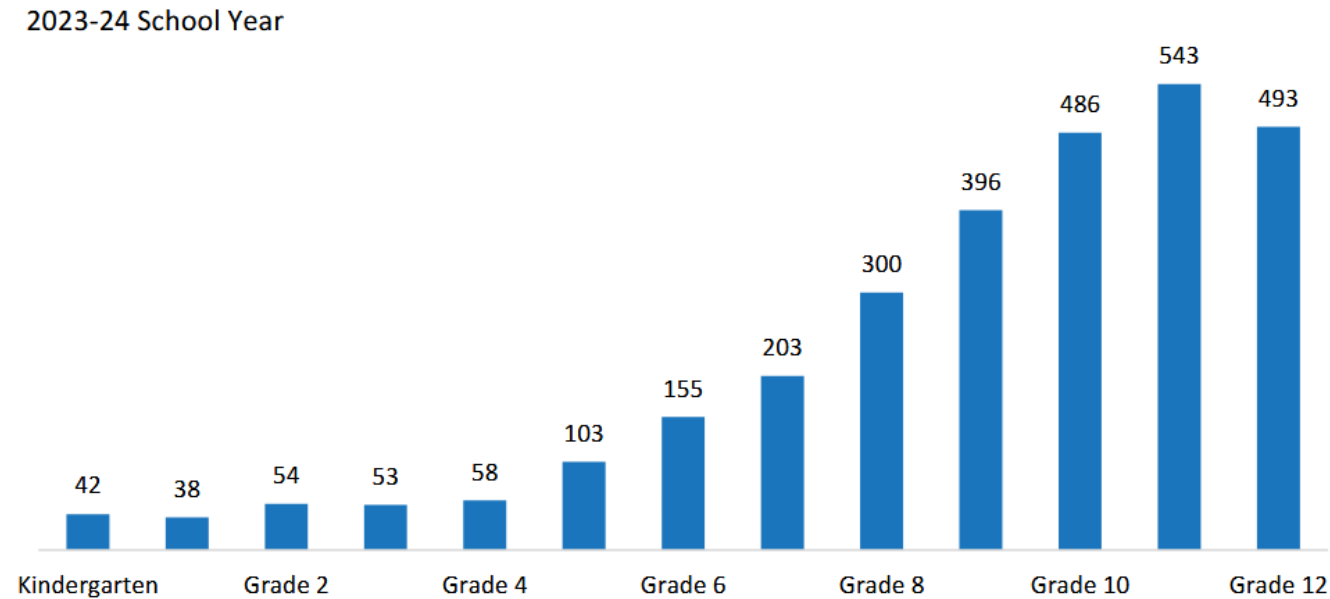


Figure 4. Non-binary student count in 2023-24  
Source: Oregon Statewide Report Card 2023-24

Student Success Plan Pilot Survey

In summer 2022, OEDI leadership began working with the Regional Educational Lab Northwest (REL NW; part of the REL program through the Institute of Education Sciences) to begin an alignment and evaluation project for the Student Success Plan programs. Phase I included three projects:

1. Developing a cross-SSP framework, logic model, and success indicators for SSP grantees.
2. Developing a pilot survey for SSP-grantee student participants in grades 3-12.
3. Developing an SSP evaluation plan.

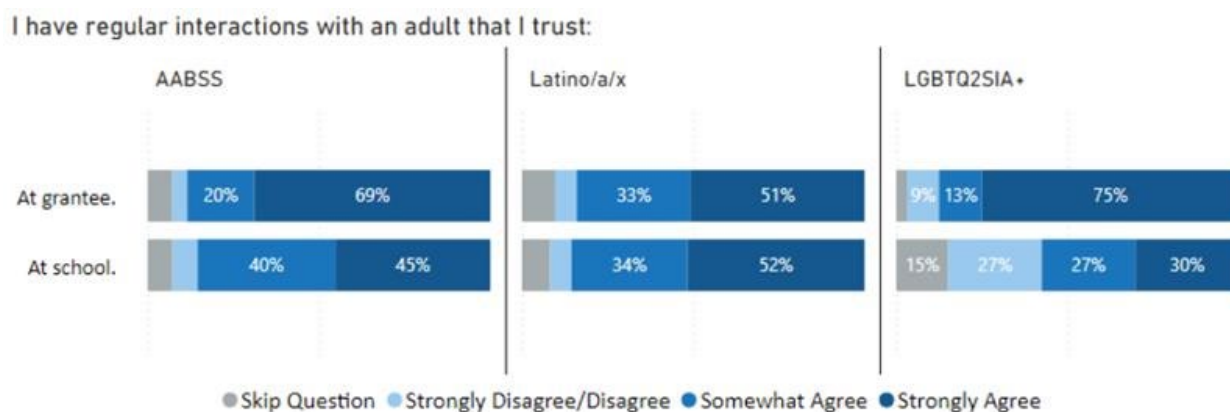
Projects 1 and 2 were completed, and the pilot participant survey was administered in summer 2024, showing positive impact of SSP-grantee programming on student sense of belonging and academic outcomes. In February 2025, the U.S. Department of Education cancelled contracts with several RELs, including REL NW, effectively halting any further implementation of this valuable work.

Students experience engaging with the Student Success Plan Programs were captured in the [2024 Student Success Plan Pilot Survey](#) for students who participated in grantee activities for the American/Black, Latino/a/x & Indigenous, and LGBTQ2SIA+ Student Success Programs (SSP).

To highlight, across all SSPs, 84% of respondents reported successfully connecting their learning experiences at Grantee Organizations with their school activities, aligning with the SSP Grants' core goal of improving student outcomes.

Respondents from the African American/Black SSP and the LGBTQ2SIA+ SSP reported greater interaction with a trusted adult at the Grantee organization compared to at their school (Figure 2).

- This difference was especially notable for LGBTQ2SIA+ SSP respondents, where 75% indicated regular interaction with a trusted adult at the Grantee organization, in contrast to only 30% at their school.
- For African American/Black SSP respondents, 69% reported regular interaction with a trusted adult the Grantee organization, compared to 45% at their school.



**Figure 2.** Interactions with a trusted adult at grantee organization and at school

Further, students' open-ended response expressed deep appreciation for the mentorship, cultural connection, and sense of community fostered at Grantee Organizations. Students highlighted the value of:

- Socializing with peers in a supportive and safe environment
- Receiving academic support and guidance from trusted adults that reflects their identity
- Gaining hands-on job skills that prepare them for future success

*“Being involved in a community of people who understand me and accept me for who I am. I don't have that anywhere else but here.”* - Student Success Plan Participant

*“Aprender y sentirme parte de algo y que pertenezco”* - Student Success Plan Participant  
*(“Learn and feel that I am part of something and that I belong”)*

*“How it is career focused, And it's not just sitting at a desk listening to information it is actually hands on.”* - Student Success Plan Participant

These findings reinforce the importance of SSP grantee organizations as trusted spaces where students not only learn but also build relationships, develop confidence, and feel a sense of belonging. The SSP grantees provide critical services to students and the state in implementing the Student Success Plans, creating pathways for each student to thrive.

Grantee Name	AABSS	Latinx	LGBTQ	NHPI	I/R	Previous SSP Grants
<b>Adelante Mujeres</b>		x			x	<b>Latino/a/x: 21-23, 23-24</b>
Adulging IRL	x					
African Refugee Immigrant Organization	x				x	
<b>African Youth &amp; Community Organization</b>	x					<b>AABSS: 17-19, 19-21, 21-23, 23-24</b>
Be-BLAC Foundation	x					
<b>Black Parent Initiative</b>	x					<b>AABSS: 19-21, 21-23, 23-24</b>
<b>Centennial School District</b>		x		x	x	<b>LGBTQ: 21-23, 23-24</b>
<b>Center for African Immigrants and Refugee Organization</b>	x				x	<b>AABSS: 21-23, 23-24</b>
<b>Chemeketa Community College</b>			x			<b>LGBTQ: 21-23, 23-24</b>
<b>Coalition of Black Men</b>	x					<b>AABSS: 21-23, 23-24</b>
<b>Columbia Gorge ESD</b>		x	x			<b>LGBTQ: 21-23, 23-24</b>
Connected Lane County	x					
<b>Consejo Hispano</b>		x				<b>Latino/a/x: 19-21</b>
Corvallis Environmental Center		x				
David Douglas SD					x	
Douglas Education Service District		x				
<b>Eastern Oregon for Independent Living</b>			x			<b>LGBTQ: 21-23, 23-24</b>
<b>El Programa Hispano Catolico</b>		x				<b>Latino/a/x: 21-23, 23-24</b>
<b>Elevate Oregon</b>	x					<b>AABSS: 17-19, 19-21</b>
Gender Hive (c/o Central Oregon Health Quality Alliance COHQA)			x			
<b>Gervais SD</b>					x	<b>Latino/a/x: 21-23, 23-24</b>
GLSEN, Inc.			x			
H.O.N.E.Y. Inc. (Honoring Our New Ethnic Youth)	x				x	
<b>High Desert ESD (COREN Consortium)</b>			x			<b>Latino/a/x: 21-23, 23-24</b>
Hillsboro School District	x	x		x		
Hood River County SD					x	
<b>Jefferson County SD</b>					x	<b>Latino/a/x: 21-23, 23-24</b>
Ka Aha Lahui O Olekona				x		
KairosPDX	x				x	
<b>Lane Education Service District</b>		x	x			<b>AABSS: 17-19, 19-21, 21-23, 23-24</b>
Linn Benton NAACP	x					

Listo Family Literacy Program of the Southern Oregon Child and Family Council		x				Latino/a/x: 19-21, 21-23, 23-24
Looking Glass Community Services			x			
Medford SD					x	AABSS: 17-19, 19-21
Micronesian Islander Community				x		
Multitudes of Mercies Foundation	x					
Multnomah Education Service District (Bars to Bridges/East County Bridges)	x	x		x		AABSS: 15-17, 17-19, 19-21, 21-23, 23-24 Latino/a/x: 21-23, 23-24
New Avenues for Youth			x			
Next Door, Inc		x				Latino/a/x: 19-21, 21-23, 23-24
Ontario School District 8C		x				Latino/a/x: 21-23, 23-24
Oregon State University	x					Latino/a/x: 21-23, 23-24 AABSS: 21-23, 23-24
Pacific Islander Student Alliance				x		
Pacific University				x		
Parkrose SD					x	Latino/a/x: 21-23, 23-24
Phoenix - Talent SD					x	LGBTQ: 21-23, 23-24
PICO Instructional Football Camp DBA Pacific Island Community of Oregon				x		
Plaza de Nuestra Comunidad		x				
Portland Community College			x			Latino/a/x: 21-23, 23-24
Portland SD					x	LGBTQ: 21-23, 23-24
Rainbow Youth, Inc			x			
REAP, Inc	x					AABSS: 15-17, 17-19, 19-21, 21-23, 23-24
Samoa Pacific Development Corporation				x		
Southern Oregon ESD			x			AABSS: 21-23, 23-24
The Blueprint Foundation	x					
The Immigrant and Refugee Community Organization	x			x	x	AABSS: 15-17, 17-19, 19-21, 21-23, 23-24 LGBTQ: 21-23, 23-24
The Urban League					x	
Tigard-Tualatin School District		x		x		
Todos Juntos		x				
Umatilla SD					x	
United Way of the Columbia-Willamette	x					
University of Oregon			x	x		

Urban League of Portland	x					
UTOPIA PDX			x	x		
Weaving Fala				x		
Western Oregon University		x				Latino/a/x: 21-23, 23-24 LGBTQ: 21-23, 23-24
Woodburn SD					x	

Key	
Blue shading	Grantees with multiple 24-28* SSP grants
<b>Bold text</b>	Grantees with previous SSP grants**

\* Contingent upon legislative appropriation, evaluation of prior year's grant project implementation, and agency approval of the proposed Project Plan.

\*\* 23-24 grants represent additional funding provided through an extension/amendment to their 21-23 grant.