

Agenda/Notes
Office of Governor Tina Kotek
RJC Education Committee
June 23, 2025 – Zoom
1:00 -2:30 pm

### **MEMBERS**

Е	Angela Uherbelau	E	Jenny Pool-Radway	Χ	Kali Thorne Ladd
Χ	Aryn Frazier	Χ	Jaclyn Caires Hurley	Χ	Marie Chisholm-Burns
Χ	Cynthia Richardson	Χ	Jennifer Simonson	Χ	Mark Jackson
Χ	Djimet Dogo	Χ	Jennifer Wilson	Χ	Sonya Moody-Jurado
E	George Mendoza	E	Jimmy Howard		

### **OTHER ATTENDEES**

Х	Andre Bealer	Х	Johnna Timmes	Х	Yasmin Solorio
Χ	Rachael Moser		Torrey Sims, ODE	Ε	Javier Cervantes
Χ	Dr. Charlene Williams, ODE		Dr. Misael Flores Gutiérrez, ODE	Х	Mirian Neidhardt, ODE
Χ	Jennifer Donavon, ODE				

Topic/Lead	Notes/Main Points	Decisions/Action Items
New Member Welcome-Co-Chairs (5 minutes)	Co-chairs commence meeting. Introduce new committee member Aryn Frazier, Center for Black Excellence, Executive Director	
Continuation of Student Success Grants Discussion-Torrey Sims (30 minutes)	Dr. Williams shares the position for Assistant Supt Intended will close soon. Dr Williams shares "Connecting the Dots to Improve Outcomes for Oregon Students" Slides	
Include data     regarding ODE     Distribution of     Grants and     Recipients	<ul> <li>We're starting to collect data on impact and outcomes. Students who participated in the Student Success Plan, you can see the difference in growth of graduation rate.</li> <li>In the Office of Indian Education – we have four grant/contract administrators. Theres 43 federal grants for Title VI (Indian Education).         <ul> <li>In Gov't to Gov't meetings, we are hearing about many of the great things happening to pass language on.</li> </ul> </li> <li>African American/Black Student Success plan is about \$59.4 M over 5 biennium.         <ul> <li>Grant program has about 25 grantees across 3 cohorts</li> <li>Most of the dollars go towards CBO's, about 67.3%.</li> </ul> </li> </ul>	

- Overview of Latino/a/x Success Plan
  - o Receives about \$13.4 per biennium
  - o Most dollars go towards CBO, 46.6% total.
- LGBTQIAS+ Student Success Plan
  - 6.2M over 2 biennium.
  - o About 49.5% goes towards CBO's
- Native Hawaiian/Pacific Islander Student Success Plan
  - o About 53.3% go to CBOs
- Immigrant/Refugee Student Success Plan
  - Serving immigrants, recent arrivers, Students with Interrupted Formal Education (SIFE), refugee and/or asylum seeker
  - o CBO recipient is about 17.5%
- Until recently passed SB5515, which contains more than a 50% reduction in funding across plans and move to pooled SSA funding, we will be looking to you for support

**Mark**: Thank you for bringing this to the committee. With those ESDs and districts, what percentage of those budgets is with those CBOs.

**Dr Williams**: It could vary based on their location. There could be a "CBO desert" so to speak. That's something I think our team can look into and get back to you.

Kali: I'm trying to figure out how we got to a place where the legislature felt it was OK to make these reductions, an 85% reduction it's pretty significant. What feedback are you hearing from them? Since there has been an increase in CSL funding, why there can't be dedicated revenue from that stream just continue to support these plans since they are explicitly focused on supporting those students? Data shows that the students are performing better, so that doesn't correspond with the data.

**Dr. Williams**: When you look at the test scores and whole battery of outcomes – all students in a particular group – the concern is we aren't closing those gaps fast enough.

**Kali**: Some of these plans have only been around for 2-3 years. It's not a data driven decision, what can be done in the interim in short session or the next few days? It's a dangerous precedent and there isn't data to justify it. Many things that have been impacted that are specifically equity related. Why aren't we getting information real time?

**Andre**: As we get information, we share that. There is work we need to do to ensure moving forward we establish our communication early, often and reinstate those. It would never be our intention to withhold information that is valuable, we share it as we receive it and will continue to do so.

**Kali**: We are looking at a little over 1% of the education budget getting attacked and its unacceptable.

**Johnna**: Speaking that they are speaking as forthrightly to Ways and Means co-chairs, and subcommittee co-chairs. Literally after we got this information almost in time with this committee.

**Kali**: I've reached out to co-chairs and folks. Who do we raise the level of concern to?

**Johnna**: Absolutely, you are raising it in the right places with us and we are trying to do our due diligence to build relationships so we are consulted earlier about these decisions. And glad to know you're having those conversations with co-chairs and as a committee want to ensure we are having those conversations as well.

Mark: We sent a letter to presiding officers and cochairs of W&M. To Kali's point, we had both set a precedence, hoping they'll circle back with us in spirit of accountability and transparency. What is the governor's playbook given her executive leadership and power – there is strong advocacy and why continue to feed a dead engine billions of dollars when a small percentage of the budget is being attacked, which is showing progress. Does she have other tricks in her pocket?

Johnna: Governor had direct conversations with cochairs on restoration of funds, there was a clear ask of a dollar amount to be in the omnibus. I have not actually seen the break down yet, and looking with agencies on where funds can be redistributed. Looking at all options we have with executive authority, questions have been asked around carve outs and those things, those have to be done legislatively and statutorily. We are waiting to get information on what that authority is from executive branch when it comes to relocation of budgets.

**Mark**: The lack of partnership when it comes to communication flow - As governor, can she push back on that to have ample time to make that informed

decision as governor.

**Cynthia**: We just needs to make sure that message falls into the right ears and the message is being taken on for accountability.

**Aryn**: What is the rhetoric working right now in Salem? I mean, if its not data showing progress is working, remaining committed to our groups which are our focal groups. What are legislators hearing and listening to so we can add that into our messaging.

Andre: From my perspective, what you are seeing is a level of nervousness on uncertainty of the economy. With that being their overarching lens, they are hesitant to fully fund certain things. How that decision is being made, we can hopefully find that out at another point. Right now more than anything else they are operating from a lens ensuring there is money remaining.

Updates-Johnna, Rachael, Dr. Williams (50 minutes)

- Federal (if any)
- Legislative
- Updates on Bills
- Deeper Dive & Discussion on Accountability Bill
- Implementation & Next Steps
- Situating with
   National Narratives:
   Poor Performance
   in Oregon
- Implementation and Next Steps for RJC- Ed Workplan

### Rachael:

- SB141 has continued to move forward, awaiting signature.
- HB2040 is awaiting signature
- HB3040 continued to move forward, is in second reading. There is no fiscal attached.
- HB5515 ODE budget
- HB5514 DELC Budget
- SB 602 referred to Ways and Means. Have not seen any movement.

**Johnna**: So long as bills are out of the policy subcommittees, they still have a chance to be worked. If its not worked in the next 24 hours, pretty likely that would not move forward this session.

**Andre:** Believe SB602 had a pretty substantial fiscal as well.

Kali: Believe this committee should write an open letter to the budget co-chairs that this committee prioritizes. They could have made a decision to put a portion of those funds in Student Success Fund, they chose not to. Don't think its ok for session to pass and for this committee not to have any communication for Speaker of the House and co-chairs of W&M about that. Would like ODE and DELC break down with an equity lens what that looks like. First ask is the first number be transparent to the committee on the DELC and ODE side. Committee needs to send something, they made

Johnna, ODE team will gather reduction bills (+ DELC) and provide information for committee before end of session.

Committee to draft advocacy letter.

choices and it wasn't all about saving money or Dear Colleague letter – these are choices that were made. We have supermajority and yet they are making similar choices as their opposing parties.

**Johnna**: When you're saying a breakdown of numbers, are you saying a summary across all cuts?

**Kali**: Yes there's a lot of cuts, I want all of it aggregated.

**Dr. Williams**: We may already have that data. Will huddle with the team and see what we can get back to you.

Aryn: Would like to see collaboration across other areas, my guess is education isn't the only place we are sing these cuts cut in equity work. Build some partnership across otherwise siloed organizations. Because I think that's really important if its equity across the board, and if its two different implications its good for us to know.

**Cynthia**: Hopefully we ask that we invite people who made the decision in-person. We've done that before and I think its essential we do that.

**Andre**: We can get them on a future calendar.

**Sonya**: Very concerning that the commitment plans that can lead to student success are all of a sudden walked back by a democratic majority, when we know we are finally making grounds. Very concerning to all communities. We have culture-specific funding being implemented to give kids positive self-identity. Its kids feeling heard, seen, and being accepted for who they are make all the difference. Very frustrating.

**Djimet**: The programs to help students succeed are being cut. The refugee and immigrant community will be hit the most. By federal and state, we've been hit. Now we are planning to lay off 95 people next week. With 35% of funding being cut – its being terminated with EO. I don't think they care about all the effort we've been doing.

**Dr. Wilson:** The fact that we have a democratic majority and we aren't following what we espouse. I'm higher ed, and these programs are so necessary. Completely in agreement in writing a letter and express this committee should put pressure and have them come and explain why the actions don't align with the

values. Accountability is something we are lacking in government, maybe it's time for this committee to bring some of that back.

Jenn Simonson: Would agree, I'm with YMCA. The uncertainty for the underserved communities. Didn't feel like this big of a cut would happen for us in the state. Feel like there's a big gap not knowing how to support those families. How can we support families and communities. We didn't expect this from the state level, feels like walking through a wall. Don't know how to answer families when they ask what their choices are now.

Jaclyn Hurley: Echoing what has already been said. Been on this committee for a year, there's been a listing of potential budget strategies. Don't know what our scope and influence on this committee, in a years time I can't see how we are influencing some of these decisions. We want to influence equity initiatives and SSP for different groups, and early learning. That's one focus. Theres been a lot of conversation on accountability – we want to hold people accountable for holding test scores. In good faith, have had to abstain from some of those accountability engines. Have commented to Rachael and Javier, we aren't even listening to ODE data. If we can make a list of what initiatives are there, these are the things that are going to harm these communities.

**Cynthia**: For us to have testimonials of what successes we have experienced, maybe videos from our students and staff.

Jennifer: We can't change literacy and numeracy numbers to get kids to school and comfortable with school. We need to show how grantees are benefiting with literacy and numeracy. Some of these plans are a year or two old. We aren't going to see a big push now. We have stories and testimonials where they see the value of the plan. We are in a cut across the budget and board.

**Miriam**: One of the frustrating parts of these cuts is we are in the middle of creating this network of experts. To the point of accountability, how do we measure students are doing better.

**Misael**: Agree with all of you and break our hearts to see that his is happening, this is nothing new.

	<b>Kali</b> : Just don't want to lose what Jacklyn said on doing a policy analysis on health and harm. Think it's very important as it follow suit. You also talked about bilingual accountability and education.	
Announcements and Future Topics-Rachael (5 min)	Rachael: We will hold Risk Report letter until next time. Want to make sure if we have anything	Update re: Risk Report Letter is postponed.
<ul> <li>Postponed - Risk         Report Letter from         Secretary of State         Tobias Read to ODE         and ODE Response</li> </ul>	Yasmin shares RJC and Committee recruitment window will open on July 18 <sup>th</sup> , the day after the RJC meets. Committee meeting cadence is returning to bi-monthly. Next Education Committee meeting is in-person on August 25, 2025 at REAP in Portland 1:00-2:30 PM	

Meeting Materials	PDF
	ODE, Dr. Williams - RJC - June Update - :

### **Zoom Chat**

13:02:47 From Johnna Timmes to Hosts and panelists:

We hear that, De. W!

13:03:05 From Johnna Timmes to Hosts and panelists:

I'm here. Will be back on screen shortly

13:04:39 From Kali Thorne Ladd to Hosts and panelists:

Hello! On the phone today so off screen

13:05:30 From Andre Bealer (he/him) Governor's Office to Hosts and panelists:

brb

13:07:18 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:

### Agenda:

- New Member Welcome-Co-Chairs (5 minutes)
- o Aryn Frazier, Center for Black Excellence, Executive Director
- Continuation of Student Success Grants Discussion-Torrey Sims (30 minutes)
- o Include data regarding ODE Distribution of Grants and Recipients
- Updates-Johnna, Rachael, Dr. Williams (50 minutes)
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- o Deeper Dive & Discussion on Accountability Bill
- Implementation & Next Steps
- 2 Situating with National Narratives: Poor Performance in Oregon
- o Implementation and Next Steps for RJC- Ed Workplan
- Announcements and Future Topics-Rachael (5 min)
- o Risk Report Letter from Secretary of State Tobias Read to ODE and ODE Response
- o Future Meeting Cadence (returning to every-other-month)
- o In-Person Meeting August 25 at REAP in Portland 1:00-2:30 PM
- 13:07:51 From Jennifer Wilson to Hosts and panelists:

Dr. Jennifer Wilson

13:07:53 From Caires Hurley to Hosts and panelists:

RJC Education- Jaclyn Caires-Hurley

13:07:56 From Kali Thorne Ladd to Hosts and panelists:

Kali Thorne Ladd- glad you're here Aryn!

13:07:58 From Rachael Moser to Hosts and panelists:

Rachael Moser, she/her, Education Advisor in GO

13:08:32 From Johnna Timmes to Hosts and panelists:

So glad to be in space with you here, Aryn! Johnna Timmes, GO Education Initiatives Director

13:08:36 From Yasmin Solorio, Gov Office (She/her) to Hosts and panelists:

Yasmin Solorio, She/her, Executive Assistant with the Gov Office

13:08:42 From Andre Bealer (he/him) Governor's Office to Hosts and panelists:

Andre Bealer, he/him, Equity and Racial Justice Director

13:08:47 From Cynthia Richardson to Hosts and panelists:

Welcome! Cynthia Richardson, RJC Education Co-Chair

13:13:37 From Johnna Timmes to Hosts and panelists:

brb

13:15:13 From Rachael Moser to Hosts and panelists:

We will share copies of the slide decks after today's meeting

13:50:09 From Dr. Charlene Williams to Hosts and panelists:

brb

13:51:42 From Mark Jackson to Hosts and panelists:

What about SB 602 (Oregon Nonprofit Grants & Contract Modernization Act)?

14:03:48 From Johnna Timmes, GO Education Initiatives Director to Hosts and panelists:

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14:06:36 From Johnna Timmes, GO Education Initiatives Director to Hosts and panelists:

I'm on with GO Counsel. Will be right back

14:15:06 From Mark Jackson to Hosts and panelists:

Can we hear from Yasmin & Dr. Gutierrez as agency staff? Your voice is important in this setting.

14:19:22 From Dr. Charlene Williams to Hosts and panelists:

"Before TAPP, we never talked about our Native kids. Now, because of TAPP, we talk about them all the time." - TAPP Tribal Partner

### Connecting the Dots to Improve Outcomes for Oregon Students

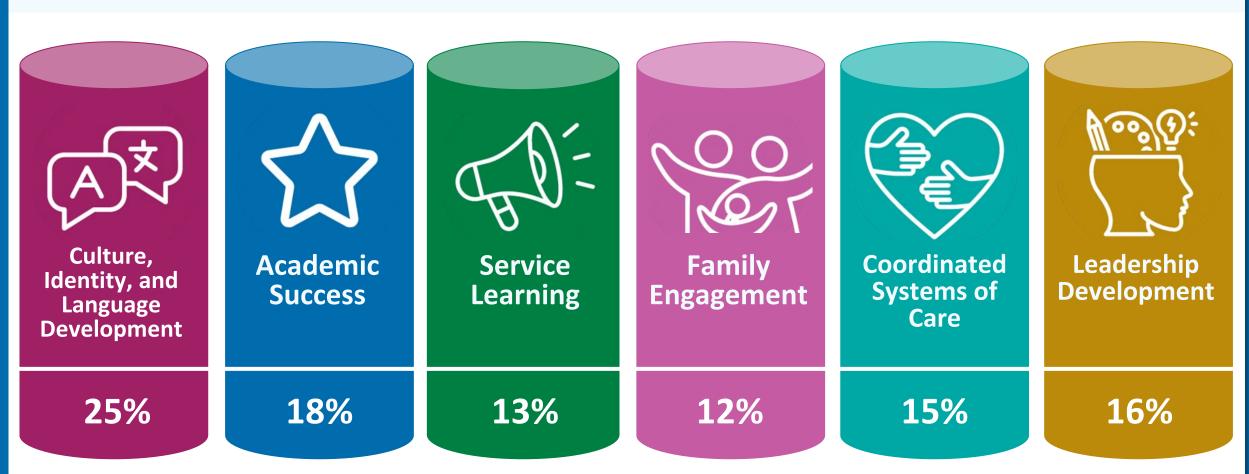
Closing Opportunity Gaps for Historically Underserved Students: Oregon Student Success Plans



# Key Facts about the Student Success Act Statewide Student Success Plans

### **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

### 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	<b>Graduation Rate</b>
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%

Oregon Department of Education

<sup>\*</sup> 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%

Oregon Department of Education 5

### Overview of the American Indian/Alaska Native Student Success Plan

Overview: The American Indian / Alaska Native Success Plan was initially adopted in 1991. However, it wasn't until 2014, the plan was updated, and revised in 2020. The plan seeks to address the historic and current systemic inequities in Oregon's education systems and outlines specific objectives and strategies for a Pre-K to College-Career, cross Agency approach.

American Indian / Alaska Native Student Success Plan **2020-2025** 

### Plan addresses:

- disparities
- graduation rates
- historical practices
- educational supports
- Indigenous languages
- Gov to Gov relations with Tribes

### **Provides strategies to:**

- address disproportionate discipline
- increase school readiness
- support grade level transitions
- language recognition and revitalization
- increase attendance in K-12
- early literacy and language
- support culturally responsive pedagogy, practices, & curricula
- honor tribal and education sovereignty

### **Historical Context::**

- 1991: original plan developed
- 2013: 1 FTE Indian Education Specialist
- 2014: plan updated, created AI/AN Advisory Committee
- 2015: ESSA requires Tribal Consultation legislature adopted Tribal Attendance Pilot Program
- 2016: additional FTE hired
- 2017: released 1st AI/AN Key Indicator Report
- 2017: legislature adopted SB 13 Tribal History / Shard History curriculum
- 2019: plan codified into law by SSA
- 2020: plan revised
- 2021: created Office of Indian Education
- 2023: Tribal Early Literacy
- 2024: revising plan for 2025-2030

### Recommendations::

- Resources (FTE and funding) to scale-up promising practices efforts and improve supports to districts and Tribes;
- Flexible funding options to accommodate partner and tribal structures working beyond biennium budget process;
- Removing barriers to access and spend funding to meet the cultural and linguistic needs of partners and tribes.

### Overview of the American Indian/Alaska Native Student Success Plan

American Indian / Alaska Native Student Success Plan 2020-2025



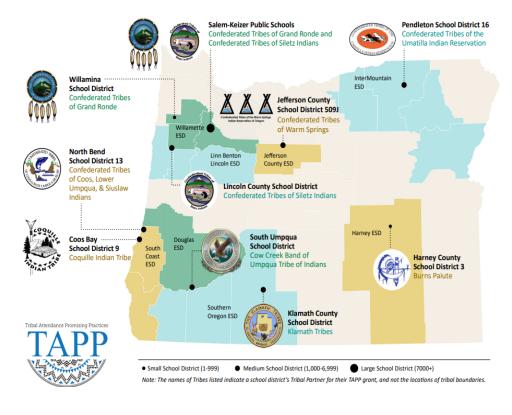
### Office of Indian Education:

- staffed with 4 grant / contract administrators;
- provides grants to support to all ESDs, SDs, Schools, and Tribes;
- administers 45 grants / contracts and provides technical support to 43 federal grants for Title VI (Indian Education)
- maintains and support the gov-to-gov relations with Tribes

### **Core Grant Programs:**

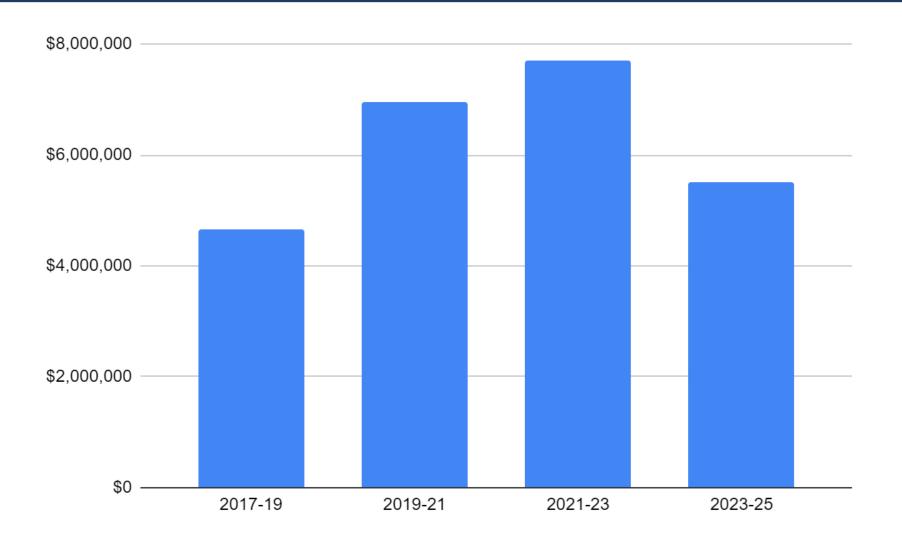
- Tribal History / Shared History serves all districts and all nine tribes;
- Tribal Attendance Promising Practices serves 10 districts;
- Language grants serves all 9 Tribes;
- Title VI (Indian Education) serves 43 districts; and
- Early Literacy serves all 9 tribes.

### TAPP SCHOOL DISTRICTS AND TRIBAL PARTNERS



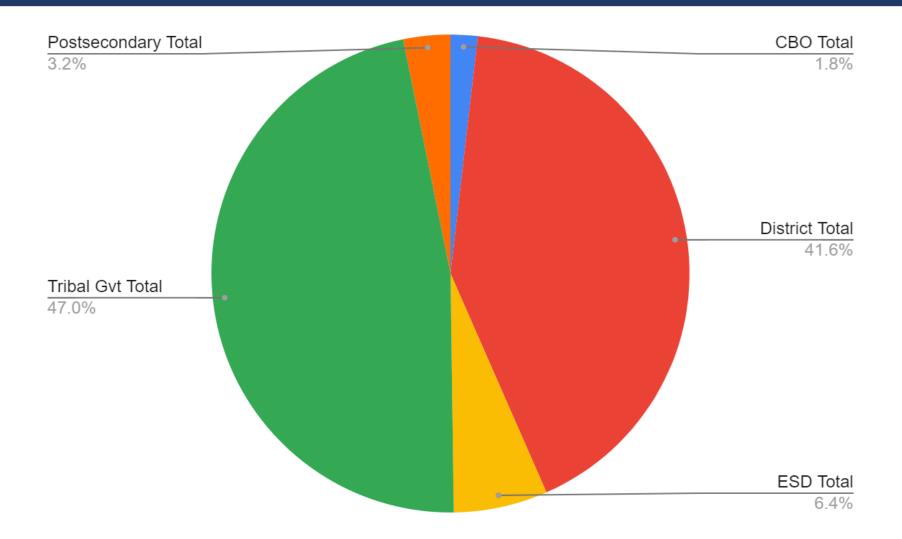
# Total Investment in American Indian/Alaska Native Student Success Plan

\$24.8 M over 4 bienniums



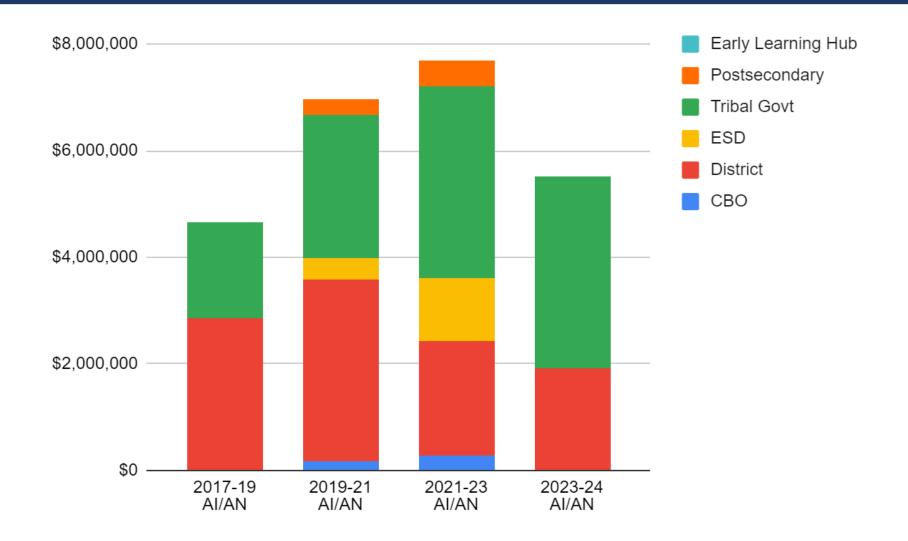
# Who Benefits from the American Indian/Alaska Native Student Success Plan

Total
Investment
by Recipient
Type



# Who Benefits from the American Indian/Alaska Native Student Success Plan

Total
Investment
by Recipient
Type by
Biennium



### Overview of the African American/Black Student Success Plan

### **Overview:**

The African American/Black SSP includes strategies, organized by grade-level, to address:

- The disparities experienced by African American and Black students in every indicator of academic success
- The historical practices leading to disproportionate outcomes for the students
- The educational needs of the students from early childhood through post-secondary education by examining culturally responsive and appropriate best practices in this state and across the nation

### **Historical Context:**

- 2017 and 2019: External evaluations of grantee programming conducted
- 2016-2020: Pilot Study of student data revealed promising improvement
- 2023-2025: Cross student success plan framework development
- 2024 and beyond: Agency-wide integration of Student Success Plan strategies
- 2024: RFA released as part of consolidated Office of Equity Diversity and Inclusion SSP process
- 2024-2028: new 4-year grantee cohort developing resources for implementing the plan across the state

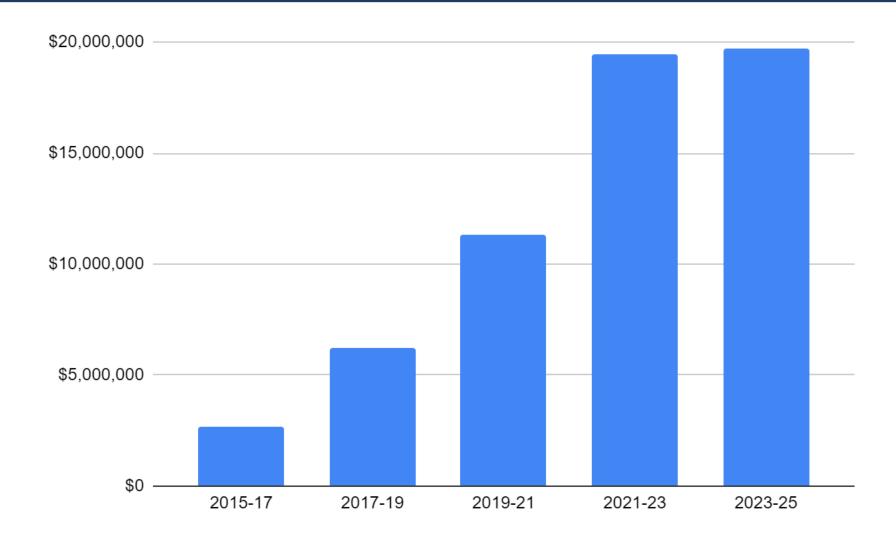
### **Recommendations:**

- Increased FTE to scale and improve ODE's capacity to implement Student Success Plans
- Sustained and increased funding to scale and increase access to grant-funded projects and programs
- Funding to honor culture and traditions during community engagement opportunities

African American/ Black Student Success Plan **2016** 

### Total Investment in African American/Black Student Success Plan

\$59.4 M over 5 bienniums



### Implementation of the African American/Black Student Success Plan

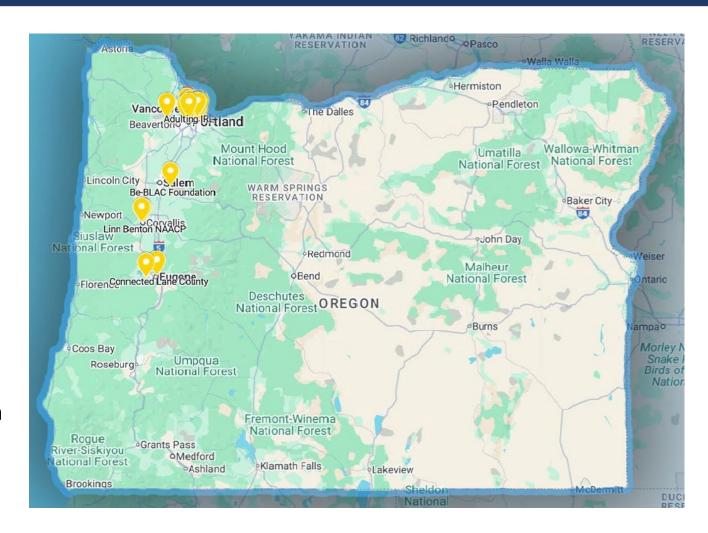
African American/ Black Student Success Plan 2016

### **ODE Staff FTE**

 SSP Coordinator FTE supports the Advisory Group and offers technical assistance within ODE and across all 197 school districts

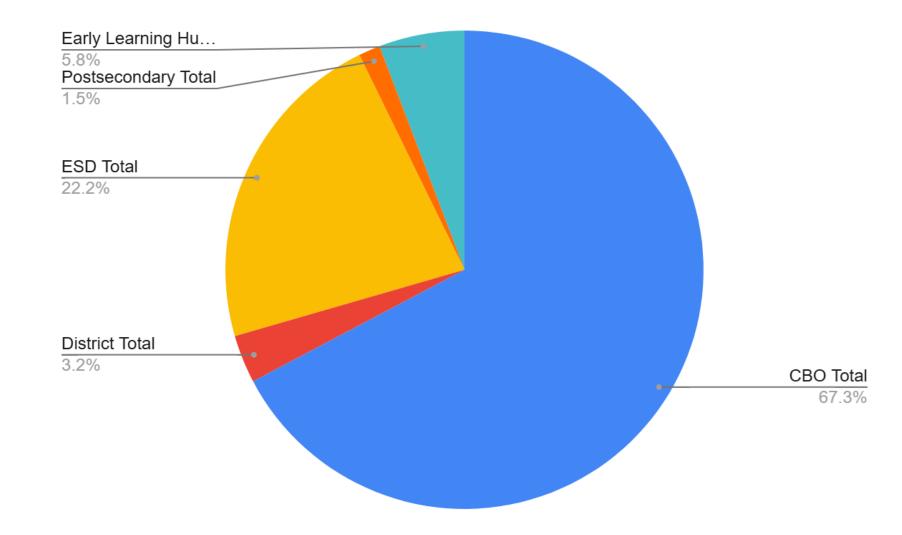
### **Grant Program**

- 25 grantees across 3 cohorts implemented programming between 2017 and 2024
- 14,606 students served across 8 counties through the 21-22 to the 23-24 biennium



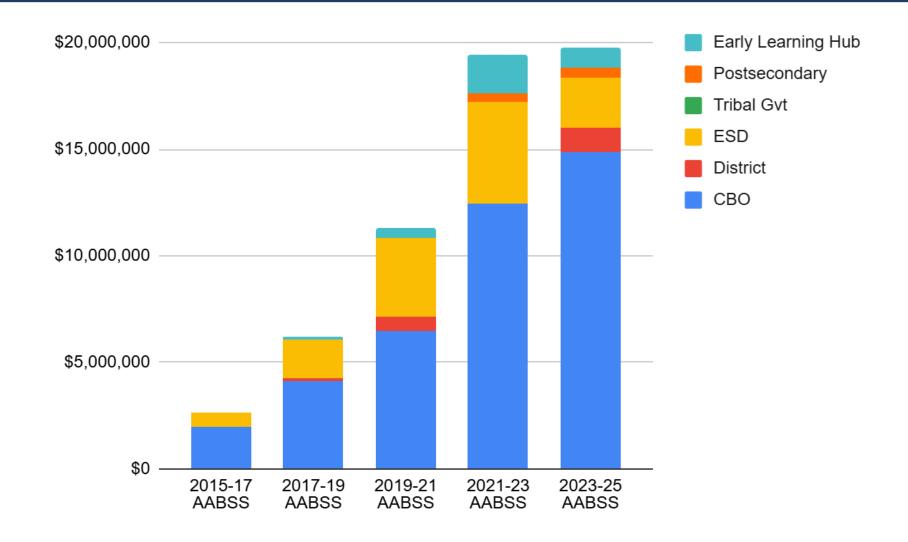
### Implementation of the African American/Black Student Success Plan

Total
Investment
by Recipient
Type



### Implementation of the African American/Black Student Success Plan

Total
Investment
by Recipient
Type by
Biennium



# Overview of the Latino/a/x Student Success Plan

### **Overview:**

The Latino/a/x and Indigenous\* SSP includes strategies organized by goals, to address:

- Student Success
- Early Learning Readiness
- Family and Community Leadership
- Strengthening Pathways to Higher Education

### **Historical Context:**

- 2020-2021: Interim Advisory Group / Interim Latino/a/x Student Success Plan
- 2020-2021: Seven grants awarded
- 2022-2024: 28 grants awarded
- 2023-2025: Cross student success plan evaluation coordination
- 2024 and beyond: Agency-wide integration of Student Success Plan strategies
- 2024: RFA released as part of consolidated OEDI SSP process. 17 grants awarded for 2024-28.
- 2024-2028: new 4-year grantee cohort developing resources for implementing the plan across the state

### **Recommendations:**

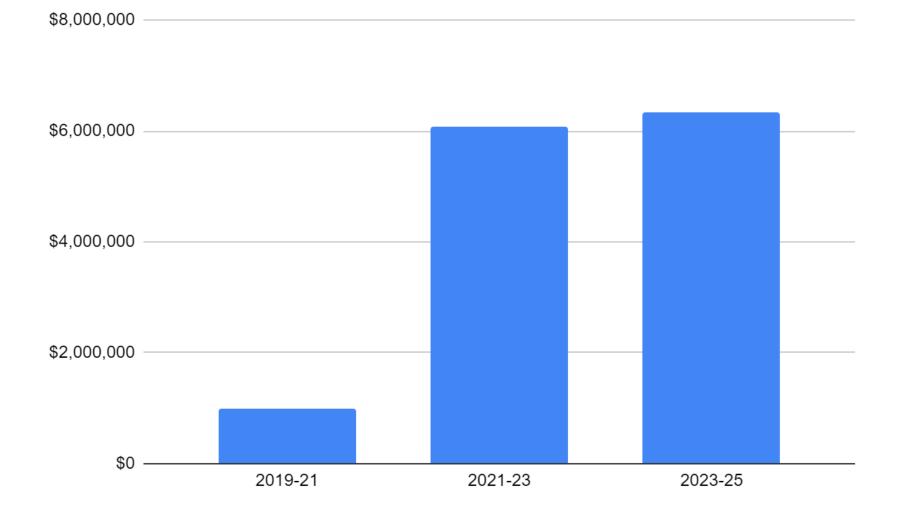
- Increased FTE to scale and improve ODE's capacity to implement Student Success Plans
- Sustained and increased funding to scale and increase access to grant-funded projects and programs
- Funding to honor culture and traditions during community engagement opportunities

Latino/a/x & Indigenous Student Success Plan **2019** 

<sup>\*</sup>Indigenous Mexican, South American, Central American, and Caribbean

# Total Investment in Latino/a/x Student Success Plan

\$13.4 M over 3 bienniums



# Implementation of the Latino/a/x Student Success Plan

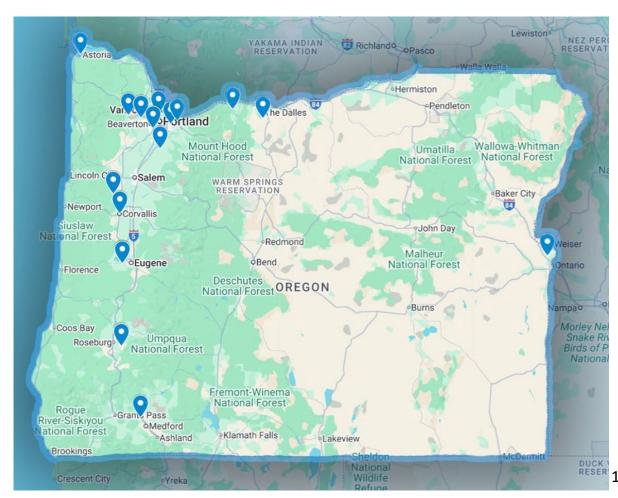
Latino/a/x & Indigenous Student Success Plan 2019

### **ODE Staff FTE**

SSP Coordinator FTE supports the Advisory Group and offers technical assistance within ODE and across all 197 school districts

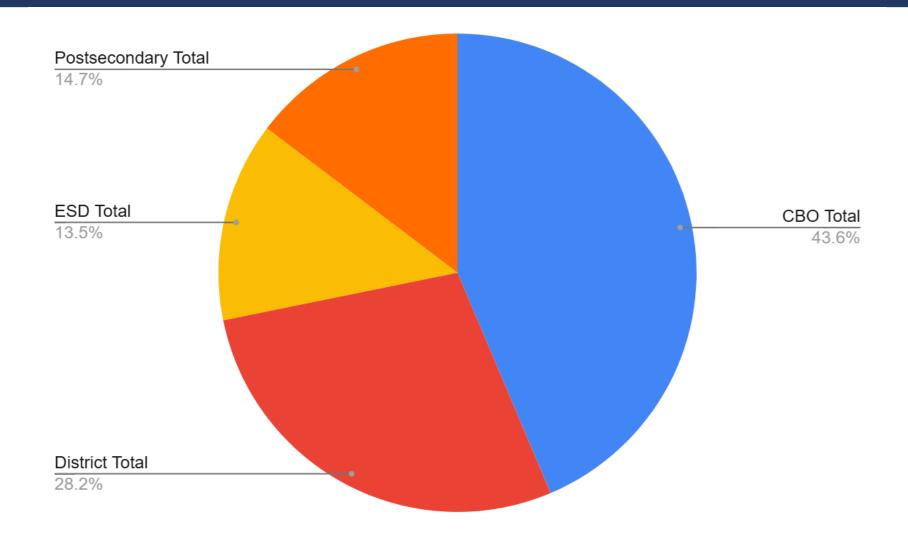
### **Grant Program**

- 28 grantees awarded as Cohort 1 grantees, between 2021-2024
- 17 grantees awarded as Cohort 2 with 2024-2028 performance period
- Serving 17 Oregon counties
- Approximately 15,000 students served across Oregon



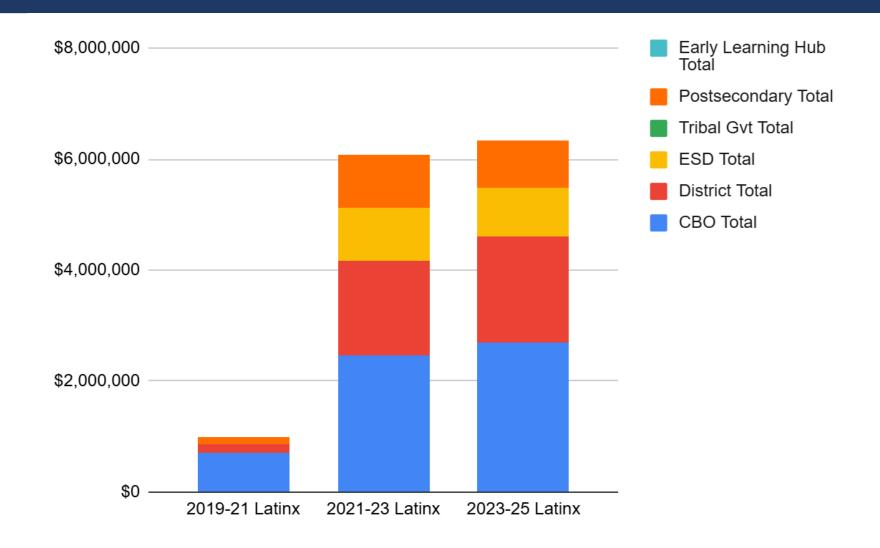
# Implementation of the Latino/a/x Student Success Plan

Total
Investment
by Recipient
Type



# Implementation of the Latino/a/x Student Success Plan

Total
Investment
by Recipient
Type by
Biennium



# Overview of the LGBTQ2SIA+ Student Success Plan

LGBTQ2SIA+ Student Success Plan 2021

### **Overview:**

The LGBTQ2SIA+ SSP includes strategies, organized by domain, to address:

- Reduce individual bias and acts of discrimination
- Reduce institutional barriers to learning and physical and emotional safety
- Improve accountability measures that ensure LGBTQ2SIA+ student wellbeing and safety
- Elevate Plan student voice
- Increase supportive behaviors of educators, peers, and families
- Maintain safer affirming spaces
- Invest in affirming curriculum & instructional practices
- Improve data collection through school climate and culture survey
- Increase ODE capacity to support districts and communities

### **Historical Context:**

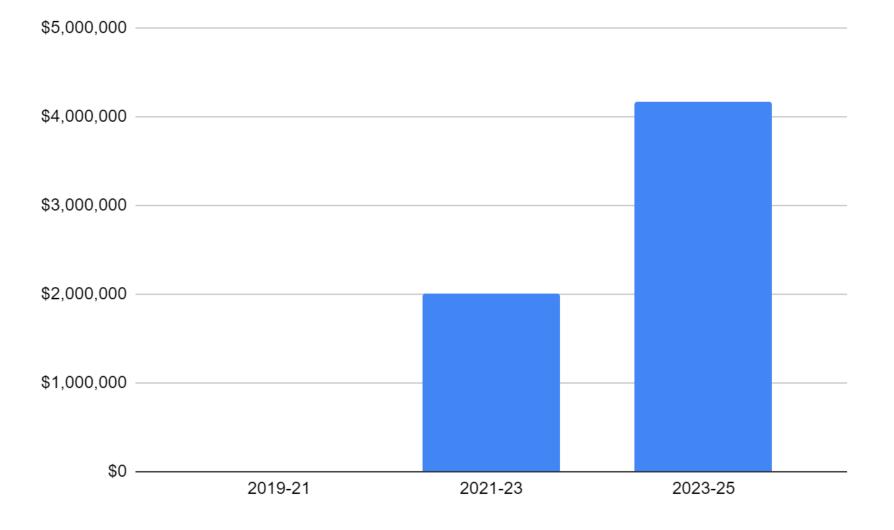
- June 2020: LGBTQ2SIA+ SSP Published
- June 2021: SB 52 (2021) codified and funded SSP
- 2022-2023: Appointment of Advisory Group
- 2022-2024: Cohort 1 of 14 grantees funded and offered an extension through the next RFA
- 2023-2025: Cross student success plan evaluation coordination
- 2024 and beyond: Agency-wide integration of Student Success Plan strategies
- 2024: RFA released as part of consolidated OEDI SSP process
- 2024-2028: new 4-year grantee cohort developing resources for implementing the plan across the state

### **Recommendations:**

- Increased FTE to scale and improve ODE's capacity to implement Student Success Plans
- Consider new data collection(s) to understand needs of LGBTQ2SIA+ students

### Total Investment in LGBTQ2SIA+ Student Success Plan

\$6.2 M over 2 bienniums



## Implementation of the LGBTQ2SIA+ Student Success Plan

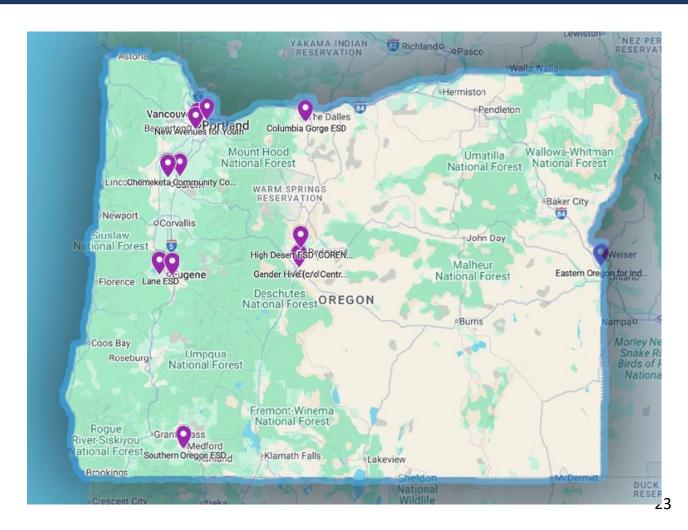


### **Staff FTE**

 SSP Coordinator FTE supports the Advisory Group and offers technical assistance within ODE and across all 197 school districts

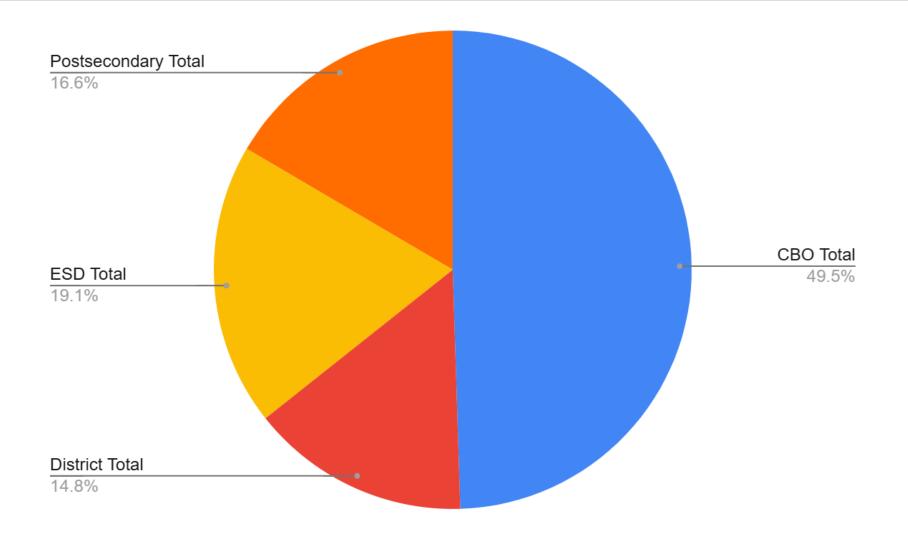
### **Grant Program**

- 14 awarded (of 44 applicants) as Cohort 1 grantees
- 14 Grantees implementing programming between 2022 and 2024
- Serving all 5 regions, 25 Oregon counties in 21-23 biennium
- Served approximately 13,000 students during the 22-23 school year



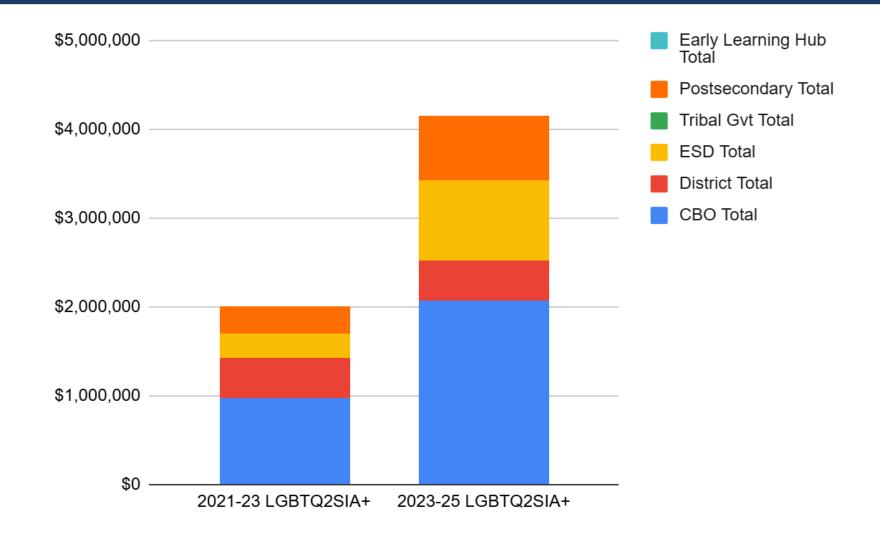
# Implementation of the LGBTQ2SIA+ Student Success Plan

Total
Investment
by Recipient
Type



### Implementation of the LGBTQ2SIA+ Student Success Plan

Total
Investment
by Recipient
Type by
Biennium



### Overview of the Native Hawaiian/Pacific Islander Student Success Plan

### **Overview:**

The Native Hawaiian/Pacific Islander SSP includes goals and strategies to address:

- The disparities experienced by Native Hawaiian and Pacific Islander students in every indicator of academic success
- The historical practices leading to disproportionate outcomes for the students
- The educational needs of the students from early childhood through post-secondary education by examining culturally responsive and appropriate best practices in this state and across the nation

### **Historical Context:**

- 2022-2023: Legislation to support SSP work (HB 3144)
- 2023-2024: Assembly of an Advisory Group and development of interim SSP
- 2023-2025: Cross student success plan evaluation coordination
- 2024 and beyond: Agency-wide integration of Student Success Plan strategies
- 2024: RFA released as part of consolidated OEDI SSP process
- 2024-2028: new 4-year grantee cohort developing resources for implementing the plan across the state

### **Recommendations:**

- Sustain FTE to scale and improve ODE's capacity to improve and implement Student Success Plans
- Increased funding to honor culture and traditions during community engagement opportunities
- Revise Student Success Plans in structure for alignment

Native
Hawaiian/
Pacific
Islander
Student
Success Plan
2023

### Implementation of the NHPI Student Success Plan

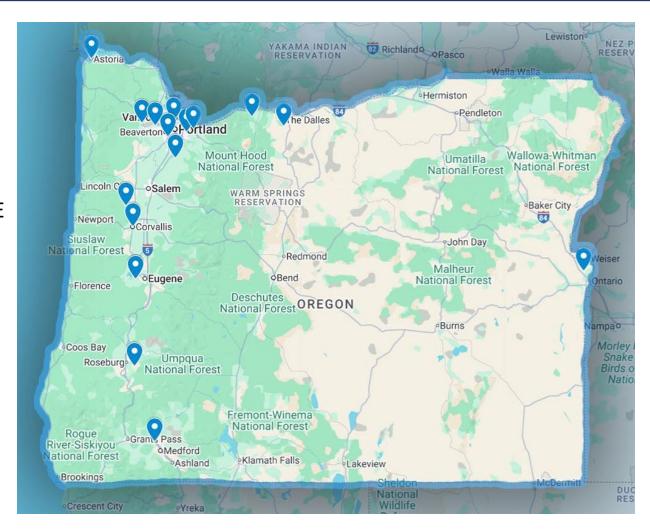
Native
Hawaiian/
Pacific
Islander
Student
Success Plan
2023

### **Staff FTE**

 SSP Coordinator FTE supports the Advisory Group and offers technical assistance within ODE and across all 197 school districts

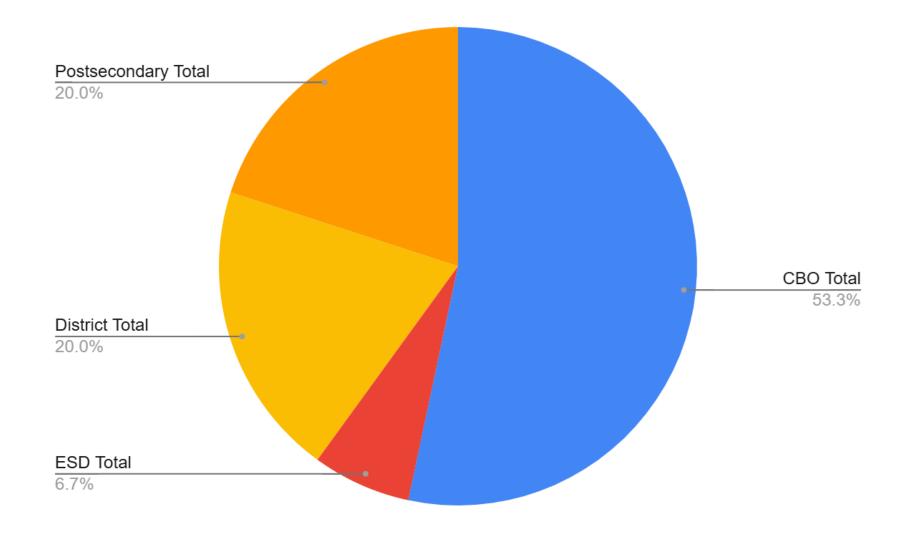
### **Grant Program**

- 15 awarded as Cohort 1 grantees
- Supporting programs at districts, ESDs post-secondary institutions and CBO's



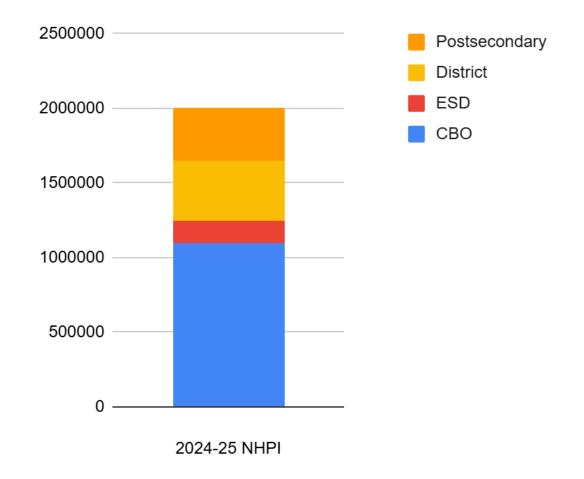
### Who Benefits from the NHPI Student Success Plan

Total
Investment
by Recipient
Type



### Implementation the NHPI Student Success Plan

Total
Investment
by Recipient
Type by
Biennium



### Overview of the Immigrant/Refugee **Student Success Plan**

### **Overview:**

The Immigrant/Refugee SSP includes goals and strategies to address:

- The disparities experienced by Immigrant and Refugee students in every indicator of academic success
- The historical practices leading to disproportionate outcomes for the students
- The educational needs of the students from early childhood through postsecondary education by examining culturally responsive and appropriate best practices in this state and across the nation

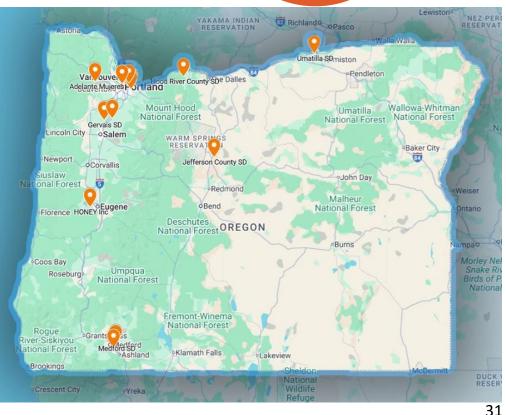
### **Historical Context:**

- 2024: Legislation to support SSP work (SB 1532)
- 2023-2025: Cross student success plan evaluation coordination
- 2024 and beyond: Agency-wide integration of Student Success Plan strategies
- 2025: RFA released as part of consolidated Office of Equity Diversity and Inclusion SSP process
- 2024-2025: 18 grants awarded

### **Recommendations:**

- Increased FTE to scale and improve ODE's capacity to implement Student Success **Plans**
- Sustained and increased funding to scale and increase access to grant-funded projects and programs

Immigrant , Refugee Student Success Plan 2024

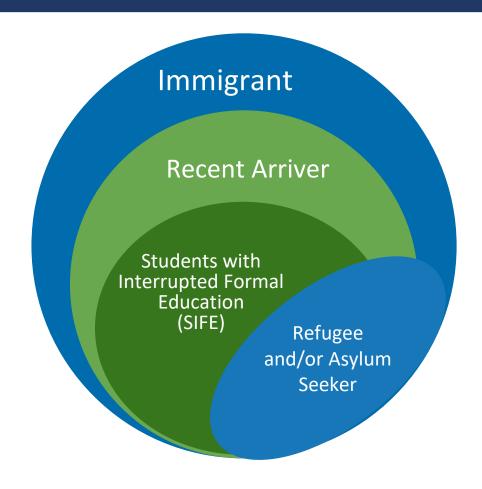


### Who Will Benefit from the Immigrant/ Refugee Student Success Plan

Immigrant /
Refugee
Student
Success Plan
2024

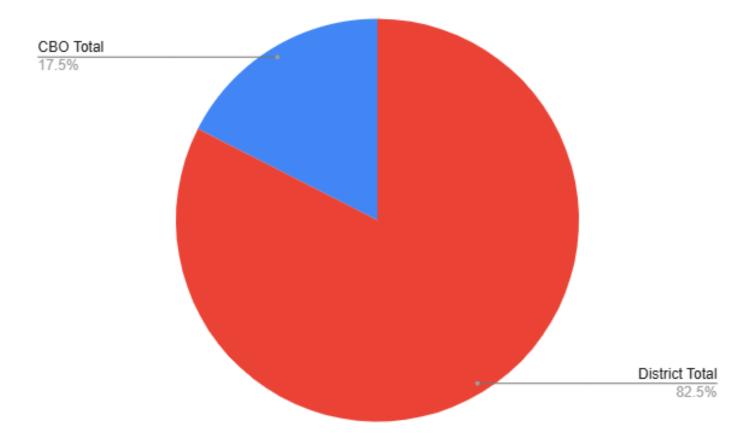
**Immigrant:** A categorical term that encompasses all the identities we are intending to serve with this Plan.

- Recent Arriver: This term provides more specificity and detail predominantly related to the number of years since the student arrived.
- Students with Interrupted Formal Education (SIFE):
   This term provides more specificity and detail predominantly related to the number of years since the student arrived and their present level of academic performance.
- Refugee/Asylum Seeker: A term that refers to students actively seeking protection and/or permanent relocation from outside/inside of the U.S. including but not limited to recent arrivers who have experienced interrupted formal education.



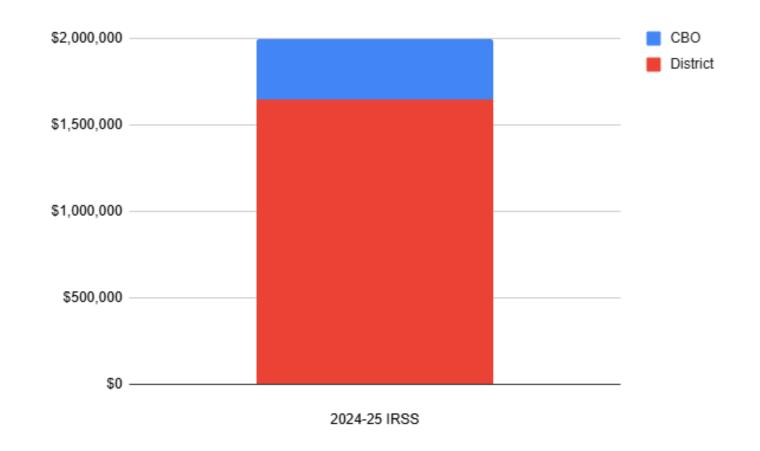
### Implementation of the Immigrant/Refugee Student Success Plan

Total
Investment
by Recipient
Type



### Implementation of the Immigrant/Refugee Student Success Plan

Total
Investment
by Recipient
Type by
Biennium



### What are the Challenges?

"How we've always done it" mindset

Organizations are floating the state while waiting for funds through a reimbursement grant, which can take up to 6 months to receive and sign

Need to consider what are the goals and how much does it cost to achieve those goals - and use that to inform allocation amounts rather than setting an arbitrary cap for all entities applying for funding

### Risk #5: Governance and Funding Stability

Reforming education is a complex, long-term effort, requiring leaders and policymakers to set clear goals and foster a long-term focus. A large number of separate programs, unrealistic timelines, and frequent changes in funding priorities and leadership can undermine reform efforts.

The Student Success Act provides a foundation for state leaders to support and build on. However, our audits have identified three governance stability challenges that could reduce performance improvements under the act:

Multiple programs. The large number of programs that ODE administers, some funded by grants that come and go, adds substantial volatility to agency operations, makes it harder for ODE to focus on top priorities, and contributes to a piecemeal approach to improving K-12 education. ODE administers more than 108 state and federal grants, with new grants and initiatives added each legislative session — including 22 in the 2021 legislative session. With 197 school districts, and the possibility of working directly with some individual schools, programs, or consortia for different grant programs, this translates to thousands of grant agreements each year. The agency has separate teams working on many grants and plans, and our graduation rate audit found a lack of communication and coordination between teams within the agency. ODE has also had limited input on how legislative initiatives can best fit into the agency's existing structure. For several recent initiatives, including efforts to address chronic absenteeism, high school success, and English language learning, ODE set up new teams to manage them, increasing the potential for duplication and isolation. Our September 2021 follow-up of

Lack of a clear vision or strategy on what the grant funding is trying to cause in terms of outcomes and shifts in mindsets

Multiple applications and reporting structures on different timelines. Limited capacity to submit multiple applications, often leading organizations to apply for one with most funding attached.

Power dynamics lead to CBOs experiencing last minute requests to provide services from districts, while also often experiencing a decline in funding. While districts receive 2 year grants from ODE, they often only establish 1 year MOUs with CBOs, contributing to challenges in planning for high-quality programs through a consistent funding stream.

### Key Takeaways

- Grantees face variability in investment over bienniums, creating inconsistent funding, which impacts the most historically underserved students. This is particularly challenging for Community Based Organizations and Tribes.
- Until the recently passed SB 5515, which contains more than a 50% reduction in funding across plans and a move to pooled funding, SSA Student Success Plans had seen a steady increase in funding. These cuts will severely impact the ability of grantees to continue their life-saving culturally specific programming.

