BUILDING OREGON'S EDUCATIONAL ECOSYSTEM:
SUMMER AND AFTERSCHOOL PROGRAMS FOR STUDENT SUCCESS

HB 4082 Final Study | January 2025

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ACKNOWLEDGMENT

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EXECUTIVE SUMMARY

Oregon is at a transformative crossroads, where we can create a future that prioritizes opportunity, excellence, equity, and community for all children and families. This is about more than building programs, it is about creating a shared vision for education that reflects our collective values. By strengthening partnerships, investing in quality programs, and centering equity, Oregon will lead the way in fostering thriving students, supported families, and connected communities.

Co-created by the HB 4082 Workgroup and partners, our vision for summer and afterschool learning is clear:

By 2030, all Oregon youth, especially those furthest from educational justice, will have access to a high-quality summer or afterschool program. These programs will encourage regular participation and provide opportunities for every child to thrive academically, socially, and emotionally. Oregon will establish a coordinated educational ecosystem beyond the school day, committed to measurable outcomes and equity, ensuring every child can achieve their full potential, and contribute to a stronger future for themselves and their communities.

This bold vision for Oregon is one we must lean into, requiring an initial state investment of $100 million for the 2025-2027 biennium, with $50 million per year, and a strategic plan to reach a $100 million total annual investment by 2030. To achieve this long-term vision, the state must align and consolidate existing grant resources, leverage support from philanthropy, and engage business and community partners so that the $100 million annual investment does not solely come from state funding. This collaborative approach lays the foundation for a sustainable and equitable path to ensure every school district in Oregon can offer high-quality afterschool or summer learning opportunities, empowering all Oregon youth.

A Collective Vision for an Integrated Learning Ecosystem

This vision for Oregon's Five-Year Expanded Learning for Student Success Plan was developed through an analysis of the HB 4082 Workgroup recommendations, which reflect insights from diverse partners and address key challenges and opportunities in afterschool and summer learning. From this collaborative process, four key pillars of the plan surfaced, forming the foundation for this strategy.

1. **Coordinated Investments to Fill Gaps & Serve the State**
   Oregon must transition from fragmented, short-term funding to predictable, multi-year investments.

2. **Streamlined and Equitable Grantmaking and Administration**
   Build a system where grant processes reduce barriers, provide flexibility, and offer options for upfront funding.

3. **Strengthening Partnerships for a Cohesive Educational Ecosystem**
   Collaboration is the cornerstone of success. Schools, Tribes, Education Service Districts (ESDs), community-based organizations (CBOs), families, and philanthropic partners will work together to create cohesive programs that address community needs while aligning with statewide goals.

4. **Developing an Infrastructure and Framework for High-Quality Programming and Continuous Quality Improvement**
   High-quality programming will be supported by shared standards, robust workforce development, and data-driven practices.

Driving Student Success: Goals for Excellence and Equity in Expanded Learning

Oregon's expanded learning vision centers on four essential goals that drive high-quality, evidence-based programming: equitable access, academic enrichment, youth development, and family and community partnerships. These goals, paired with clearly defined success indicators, provide a framework to ensure programs deliver meaningful outcomes aligned with these priorities:

1. **Equitable Access and Inclusivity**
   Success Indicators: Increased participation and engagement among historically underserved student groups, with programs prioritizing equity and inclusivity.

2. **Academic Growth and Enrichment**
   Success Indicators: Increased academic growth, decreased learning loss over the summer, higher credit accumulation toward graduation, and expanded access to enriching educational experiences.

3. **Youth Development**
   Success Indicators: Improved student well-being, enhanced collaboration and communication skills, and increased engagement in school.

4. **Family and Community Partnerships**
   Success Indicators: Greater family and community satisfaction, with active participation in program design, decision-making, and feedback processes.

Why This Vision Matters

The research is unequivocal: students thrive when they are supported holistically. High-quality summer and afterschool programs improve academic outcomes, build social-emotional skills, and provide safe, engaging spaces for youth. Yet, too many Oregon youth don't have access to these opportunities, perpetuating inequities that hold back our communities.

We are ready to meet this moment. Oregon is not starting from scratch. Our state boasts:

- A statewide network of providers committed to delivering high-quality programs.
- Nationally recognized models like 21st Century Community Learning Centers, which demonstrate statistically significant academic gains.
- A history of public and private investment that has strengthened the foundation for expanded learning.

These strengths, combined with the collective vision outlined in this report, position Oregon to create transformative change that will benefit generations to come.

Call to Action

Legislators, this vision cannot become a reality without your leadership. An **initial $100 million state investment for the 2025-2027 biennium** is essential to make this vision a reality. Sustainable, long-term funding will allow programs to thrive, enable partnerships to flourish, attract and retain skilled staff, and ensure consistent, high-quality support for Oregon's youth.

INTRODUCTION

Building Systems of Support: The Power of Summer and Afterschool Programs

Oregon is reimagining its educational landscape with a bold commitment to ensuring all youth, especially those furthest from educational justice, have access to high-quality summer, before-school, and afterschool programs. These programs are more than a supplement to the regular school day: they are a critical component of a comprehensive educational system that nurtures academic success, social-emotional well-being, and equity.

Research shows that students thrive when their foundational needs are met: a sense of safety and belonging, strong relationships with caring adults, engaging and culturally relevant learning experiences, and opportunities to build confidence and social-emotional skills. By addressing these needs and building upon the unique strengths, talents, and assets students bring, high-quality out-of-school programs create the conditions for students to learn, grow, and succeed.

> ### Interchangeable Terms
>
> Summer Learning, Afterschool, Before-School, Expanded Learning, and Out-of-School Time are used interchangeably in this report to describe programs outside the school day that focus on academic enrichment, youth development, and community partnerships. While definitions may vary by context, the shared goal is to create opportunities for student learning and growth beyond the classroom.

Aligned with Oregon's broader educational goals, including Early Literacy, Career and Technical Education (CTE), and Oregon's Student Success Plans, these programs serve as a bridge between academic learning and social-emotional development. Recognizing that these elements are inseparable, they integrate rigorous academics with relational and enrichment opportunities to combat systemic inequities and empower students to achieve their fullest potential.

Achieving this vision demands more than isolated efforts; it requires a strategically aligned and coordinated system. Schools, families, Tribes, CBOs, ESDs, local governments, and other entities, must work together as a unified educational ecosystem. This shared approach ensures resources are aligned, gaps are filled, and every student has access to meaningful, transformative opportunities to succeed in school and life.

Legislative Context and Mandate (HB 4082)

This report represents the study required by House Bill 4082 (2024). Modeled after the proven effectiveness of the federal 21st Century Community Learning Centers (21st CCLC) grant, this legislation recognized the critical need to address educational disparities by expanding access to high-quality summer and afterschool learning opportunities for historically underserved students. HB 4082 tasked ODE with this study and developing actionable recommendations to ensure equitable access, establish sustainable funding mechanisms, streamline grant administration, and implement rigorous quality and oversight standards for these programs.

HB 4082 underscored the importance of creating a system that not only mitigates current educational inequities but also sets a precedent for future initiatives aimed at supporting the holistic development of Oregon students. The HB 4082 Workgroup's recommendations, developed in close collaboration with ODE, provide a roadmap for implementing a statewide learning ecosystem that is inclusive, sustainable, and responsive to the needs of diverse communities.

Workgroup Design and Charge

To guide the development of the HB 4082 study, ODE convened a diverse and highly committed Workgroup. This Workgroup included representatives from school districts, ESDs, federally recognized Tribes, CBOs, state education agencies, and other key partners. Their collective expertise and perspectives were instrumental in examining the current state of afterschool and summer learning programs across Oregon, identifying barriers to equitable access, and crafting recommendations for a comprehensive statewide initiative.

Workgroup members were tasked not only with providing strategic recommendations but also with organizing and facilitating breakout sessions during a Statewide Summer & Afterschool Learning Summit held in August 2024. This Summit engaged a broader range of partners, creating opportunities for deeper community input and providing valuable insights to refine the Workgroup's recommendations. The activities of the Workgroup included two full-day in-person meetings, four half-day virtual sessions, one full-day statewide summit, optional input sessions, and a focused visioning partner-input session.

This collaborative process culminated in the creation of a bold vision and a Five-Year Expanded Learning for Student Success Plan. Acting in an advisory capacity, the Workgroup co-created recommendations with ODE, ensuring they were inclusive, data-informed, and centered on long-term impacts. These recommendations, which form the foundation of this report, reflect a shared commitment to building an equitable, coordinated system of high-quality summer and afterschool programs that serve all Oregon youth.

Defining Student Success

Research consistently shows that when students are supported in key developmental areas such as health, cognition, identity, meaning and purpose, emotion, and social relationships, they perform better academically, attend school more regularly, and are more likely to graduate (Jones, Bailey, Brush, & Kahn, 2018). Central to this initiative is a comprehensive understanding of student success, guided by the "Portrait of a Thriving Youth" framework developed by Youth-Nex at the University of Virginia. This framework broadens our view of educational outcomes by emphasizing the interconnectedness of these key developmental domains. These domains are not distractions from academic goals; they are the very mechanisms through which academic success is achieved.

This broader definition of student success is not just about creating well-rounded individuals; it is about fostering the conditions in which academic growth can flourish. For example, when students feel safe, supported, and engaged, they are better able to focus, absorb information, and excel in their studies. Social-emotional skills like resilience, self-regulation, and interpersonal communication are critical to navigating the challenges of rigorous academic work. Moreover, amplifying student voice, agency, and leadership ensures that students are active participants in their educational journey, empowering them to shape their learning environments and achieve their full potential. By integrating these elements into our educational approach, we are not detracting from academic focus but enhancing it.

Building an Ecosystem of Support: The Importance of Cross-Sector Collaboration

A young person's learning and development are supported by a robust network of adults and organizations within the community. This network includes school-based staff, such as counselors, librarians, classroom aides, and administrative staff, and also a wide range of professionals from other public systems and nonprofits who contribute to students' learning experiences. According to a Brookings Institution study, half of school employees are non-classroom staff, underscoring the importance of the broader educational ecosystem in supporting student success (Loeb, 2014).

These cross-sector partnerships are vital for creating a holistic support system that addresses the diverse needs of students. Schools, CBOs, local businesses, healthcare providers, and other key partners must collaborate to extend the reach and impact of educational programs. By pooling resources and expertise, these partnerships ensure that students receive comprehensive support both inside and outside the classroom, promoting academic achievement, social-emotional development, and overall well-being.

The diagram developed by the National League of Cities in response to the COVID-19 pandemic illustrates the many places within communities where staff and volunteers support learners in different ways. Schools and families are at the center of this network, as schools are the public institutions specifically designed to prepare every child for adult success. However, the variety of other actors, ranging from arts and culture organizations to healthcare providers, demonstrates the extensive community involvement required to support the whole-child.

These cross-sector collaborations are not just beneficial, they are essential for the success of educational initiatives like the Expanded Learning for Student Success Plan. When schools, families, and community partners work together, they create a stronger, more cohesive support system that addresses all aspects of a student's development. This collective impact approach ensures that students are supported in every dimension of their learning journey, from academic success to social-emotional growth.

Harnessing Collective Strength: The Power of Out-of-School Time Ecosystems

True transformation in education requires collective action. By building partnerships among schools, ESDs, Tribes, CBOs, families, and local governments, we can create a learning ecosystem where each entity contributes to a shared goal of student success. Collaborative efforts not only extend learning beyond the classroom but also ensure that our students have access to resources and opportunities that empower them to thrive.
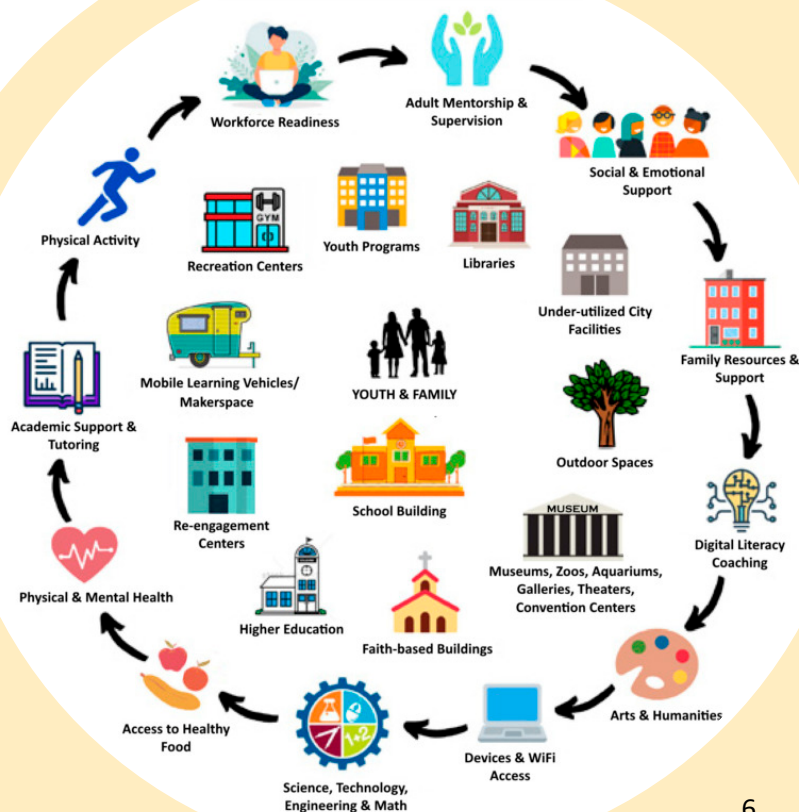
RESEARCH AND BEST PRACTICES

Evidence Supporting Afterschool and Summer Learning Programs

Research consistently highlights the significant impact of high-quality afterschool and summer learning programs on student success, particularly for students from low-income families and historically marginalized communities. These programs offer essential academic support, engaging enrichment activities, and safe spaces that foster social-emotional development, meeting immediate educational needs while supporting long-term growth and opportunity.

Key Findings from Research

Academic Gains: Numerous studies have shown that participation in high-quality afterschool and summer learning programs leads to significant improvements in academic performance. Specifically, these programs are associated with gains in reading and math achievement. A meta-analysis of thirty-five studies found that students who regularly attended these programs improved their reading and math scores at rates significantly higher than their non-participating peers (Lauer et al., 2006). Additionally, RAND Corporation's evaluation of summer learning programs highlighted that consistent participation over multiple summers can lead to cumulative academic benefits, particularly in literacy and math (McCombs et al., 2018).

Increased Attendance Rates: Afterschool and summer programs are linked to improved school attendance. Regular participation in these programs has been shown to reduce chronic absenteeism (as defined in ORS 581-020-0631), which is a critical predictor of academic success. For instance, research by the Afterschool Alliance indicates that students in high-quality afterschool programs are more likely to attend school regularly, as these programs help to build stronger connections between students and their school communities (Afterschool Alliance, 2014).

Improved Graduation Rates: Evidence suggests that afterschool programs contribute to higher on-track to graduate rates and overall graduation rates. The Promising Afterschool Programs Study found that students who participated in these programs were more likely to remain on track for graduation compared to their peers who did not participate (Durlak & Weissberg, 2007). The additional support and mentorship provided by these programs helps to keep students engaged and focused on their long-term academic goals.

Increased Engagement in School: Engagement in school is a critical factor in student success, and afterschool programs play a vital role in fostering this engagement. These programs provide students with opportunities to explore interests, engage in hands-on learning, and build positive relationships with peers and adults. The Harvard Family Research Project (2008) found that students involved in afterschool programs demonstrated higher levels of school engagement, which is closely linked to academic success and personal development.

Social-Emotional Development: Afterschool and summer learning programs are crucial for fostering social-emotional learning (SEL). These programs offer structured opportunities for students to develop essential life skills such as empathy, teamwork, and problem-solving. A report by the Collaborative for Academic, Social, and Emotional Learning (CASEL) found that students who participated in afterschool programs showed significant improvements in their social-emotional skills, attitudes, and behaviors (Durlak et al., 2011). This development is crucial for both academic success and overall well-being.

Equity in Access: Research underscores the importance of equitable access to afterschool and summer learning programs, as they are instrumental in mitigating the effects of educational inequities. These programs provide essential support to historically underserved students, helping to close achievement gaps and promote educational equity. Studies by the National Institute on Out-of-School Time (NIOST) emphasize that access to high-quality afterschool programs is particularly beneficial for students from low-income families, as these programs offer resources and opportunities that might otherwise be unavailable to them (NIOST, 2018).

Characteristics of High-Quality Programs

Key characteristics of high-quality afterschool and summer learning programs have been widely identified through research:

1. **Intentional Design and Structure:** High-quality programs are thoughtfully designed with clear goals and structured activities that align with these goals. According to the National Afterschool Association, effective programs have a well-planned curriculum that balances academic support with enrichment activities, ensuring a comprehensive approach to student development (Little et al., 2007).

2. **Qualified and Trained Staff:** The effectiveness of afterschool and summer programs is closely linked to the quality of their staff. Research by Vandell, Reisner, and Pierce (2007) highlights the importance of hiring qualified educators and providing ongoing professional development to ensure that staff can effectively engage students and implement evidence-based practices.

3. **Strong Partnerships with Families and Communities:** High-quality programs actively involve families and communities in the planning and implementation of activities. These partnerships help create a supportive environment that extends beyond the program itself, fostering a sense of belonging and enhancing the relevance of the program to students' lives (Harvard Family Research Project, 2004).

4. **Safe and Supportive Environment:** A safe and welcoming environment is essential for effective afterschool and summer programs. This includes physical safety, emotional support, and an inclusive atmosphere where all students feel valued. Research by the Afterschool Alliance (2014) indicates that programs prioritizing safety and emotional well-being see higher levels of student engagement and participation.

5. **Data-Driven Decision Making:** High-quality programs use data to monitor progress and make informed decisions. Continuous assessment allows programs to identify areas for improvement and adjust strategies to meet the evolving needs of students. The RAND Corporation (McCombs et al., 2018) emphasizes the role of data in ensuring that programs are effective and accountable.

6. **Equitable Access and Inclusivity:** Effective programs are accessible to all students, regardless of their background or circumstances. This includes offering culturally responsive programming and addressing barriers to participation, such as transportation and cost. Equity-focused practices ensure that programs serve the students who need them most, providing them with opportunities to thrive both academically and personally (Little et al., 2007).

Oregon's Equity-Driven Framework for Program Quality

Oregon has developed a comprehensive framework for ensuring high-quality afterschool and summer learning programs that are equitable, inclusive, and effective. This framework is grounded in evidence-based practices and research, as outlined in Oregon's Summer Learning Best Practice Guide and Companion Toolkit. These resources were designed to provide a consistent standard of quality across programs, ensuring that all Oregon youth have access to enriching, supportive, and culturally responsive learning opportunities.

A Foundation Built on Equity

Equity-driven expanded learning programs:

1. Provide child-centered opportunities that support every child with equitable access to safe, inclusive, and welcoming learning environments;

2. Affirm and grow student, family, and community strengths and assets; and

3. Create spaces for students to actively make decisions and voice their interest for deepened learning, engagement, and connection.

This foundation is purposefully integrated within each of the six elements of quality programs.

Six Elements of Quality Programs

1. **Elevating Relationships & Enriching Environments** - A quality program provides positive, supportive connections between students, their peers, and caring adults to create a foundation for rich, stimulating environments that promote and deepen learning.

2. **Deepen Community Partnerships** - A quality program develops, cultivates, and sustains strong partnerships to integrate a common vision and co-create opportunities that complement and address the specific assets, needs, and dreams of the community.

3. **Integrate Well Rounded Learning & Work That Matters** - A quality program is intentionally designed to include hands-on, collaborative learning rooted in inquiry and discovery where students apply cross-cutting skills to make real-world connections.

4. **Ensure Mental Health & Well-Being** - A quality program ensures the emotional, social, cognitive, and behavioral conditions where students and staff can thrive and feel safe, supported, and healthy.

5. **Engage Students & Families** - A quality program employs a multi-faceted approach to outreach and engagement that respects, honors, and values families while fostering student joy and curiosity to promote regular participation.

6. **Purposeful Planning & Quality Programs** - A quality program has a clear mission, well-developed plans, highly skilled staff, and clear policies and procedures that support effective implementation for the continuous improvement and sustainability of the program.

BUILDING ON OREGON'S STRENGTHS: A CURRENT STATE ANALYSIS

Overview of Oregon's Afterschool and Summer Learning Programs

Oregon's afterschool and summer learning programs reflect the state's diversity and commitment to serving students through a range of offerings, from small, community-based initiatives to larger, district-led efforts. These programs provide valuable opportunities tailored to the unique needs of their communities, showcasing the strengths and creativity of local organizations and schools. Programs vary in duration and scope, offering everything from single-day events to full summer sessions.

Despite these strengths, both the programs and the system supporting them face challenges that limit their collective impact. Variation in alignment, coordination, and the implementation of evidence-based practices leads to inconsistent access and program quality across the state. Geographic, income-based, and racial/ethnic disparities further widen these gaps, restricting opportunities for students who would benefit most from high-quality out-of-school time experiences.

Klamath Falls City Schools Video

Created and produced by students in the Klamath Falls City Schools Digital Media Summer Learning Program, this 7-minute video highlights the success of their summer learning initiative. Through compelling testimonials from teaching staff and community partners, the video offers an engaging and insightful look at the program's impact.

Dedicated Network of Expert Educators and Community Leaders

Oregon is home to a robust network of dedicated educators, community leaders, and organizations committed to expanding learning opportunities for youth. Programs that receive adequate funding and support consistently demonstrate high levels of youth engagement and success. This network is strengthened by OregonASK, the state's afterschool and summer network, which is connected to a national coalition supporting expanded learning programs through partnerships, policy advocacy, and professional development. Additionally, Oregon's philanthropic community plays a vital role, investing in afterschool and summer learning initiatives to enhance program impact. The state's diverse array of CBOs, ESDs, governmental agencies, faith-based groups, businesses, and culturally specific programs brings invaluable localized knowledge and culturally responsive practices to their work. These organizations ensure programs have been thoughtfully tailored to meet the unique needs and strengths of the communities they serve, creating inclusive and impactful learning opportunities for Oregon's youth.

Nationally Recognized 21st CCLC Federal Grant

Oregon's 21st CCLC grant is a cornerstone of the state's afterschool and summer learning initiatives, dedicated exclusively to providing high-quality, evidence-based out-of-school time learning programs for over 25 years. An independent evaluation of Oregon's 21st CCLC has demonstrated statistically significant improvements in academic growth among participating students. Additionally, the program implements a robust continuous

quality improvement process that has been recognized nationally for its effectiveness. This federal grant provides a solid foundation for afterschool and summer programming across the state, setting a high standard for quality and impact.

Statewide Investments Across Agencies

Oregon has a variety of state-administered programs that support summer and afterschool learning, with investments spanning multiple agencies, including ODE, the Department of Early Learning & Care (DELC), Youth Development Oregon (YDO), and the Higher Education Coordinating Commission (HECC). While not all these programs are exclusively dedicated to afterschool and summer learning, they can often be leveraged to support these activities at the local level.

Grants funded by these state agencies are flexible enough to fund afterschool and summer programs, but the funding provided is often insufficient to independently sustain comprehensive, high-quality initiatives. Additionally, a significant amount of these resources are frequently allocated to school-day activities, leaving afterschool and summer programs underfunded. This necessitates braiding multiple funding streams to create robust, sustainable programs.

Oregon Funding Landscape

Although there are several funding streams available across different state agencies, only a few are dedicated exclusively to afterschool and summer learning. This fragmentation requires programs to piece together resources from multiple sources, which can complicate planning and implementation. For example, while Elementary and Secondary School Emergency Relief (ESSER) funding and HB 4082 provide support, these were temporary or limited one-time investments, requiring programs to continuously seek out new funding sources to maintain operations. This approach not only limits program alignment with evidence-based practices but also creates instability. When allocations change, or sunset, these smaller strands of funding are often the first to be cut, leaving programs vulnerable. In some cases, school districts may offer a summer program one year by using unspent carryover funds but are unable to sustain the program the following year. This inconsistency disrupts staffing, leaves communities uncertain about what will be offered each summer and undermines efforts to build trust and continuity with students and families.

> Additional information about Oregon's funding landscape can be found in this detailed inventory of current grants, their uses, and opportunities for alignment.

The Need for Systemic Integration and Alignment

Oregon's current model of fragmented and isolated grant programs falls short in addressing the deep-seated inequities within the state's educational system. To truly support all students, we must move beyond piecemeal solutions and adopt a cohesive, integrated approach: an out-of-school time learning ecosystem built on a comprehensive funding framework that combines state, federal, and private resources. This ecosystem will foster partnerships that seamlessly connect in-school, out-of-school, and community-based learning opportunities, ensuring equitable access and holistic support for every child.

A learning ecosystem recognizes the interconnectedness of educational and community systems that collectively foster academic enrichment and holistic youth development. This model emphasizes the strengths all partners bring to the table. Schools and districts should not and cannot do this work alone. When we lock arms as a community, we are stronger than the sum of our parts, creating opportunities that no single entity could achieve independently.

HB 4082 WORKGROUP RECOMMENDATIONS FOR HIGH-QUALITY STATEWIDE EXPANDED LEARNING PROGRAMS

In collaboration with ODE, the HB 4082 Workgroup identified key barriers for expanded learning programs in Oregon and developed targeted recommendations to address challenges related to equitable access, funding mechanisms, grant administration, program quality, and community partnerships.

Equitable Access to Programs (HB 4082 Section 3(2)(a))

High-quality afterschool and summer programming is a proven, effective resource essential for expanding learning opportunities and supporting students' academic and developmental growth. Despite local, state, and federal investments, access remains inequitable, with significant gaps disproportionately affecting underserved student groups and communities. To create meaningful access, we must understand who is being served, who is left behind, and the systemic barriers preventing participation and success.

Addressing Opportunity Gaps

Equitable access to afterschool and summer learning programs is critical for closing opportunity gaps and providing meaningful learning experiences outside school hours. Addressing these requires surfacing the barriers that hinder participation. The HB 4082 Workgroup and ODE identified the following key barriers and proposed solutions.

Key Barriers

- **Barrier 1: Funding Instability**
  Inconsistent and short-term funding makes it difficult for programs to plan, operate year-round, and build meaningful, long-term relationships with partners and communities. This instability limits the ability to strengthen program quality and provide dependable employment for expert staff who reflect the populations they serve.

- **Barrier 2: Awareness and Accessibility**
  Many families are unaware of available afterschool and summer programs, especially those that are inclusive, culturally responsive, and tailored to community needs. Inconsistent program availability and limited outreach efforts exacerbate this issue. Additionally, insufficient data prevents state agencies from making informed funding decisions or accurately addressing community needs.

- **Barrier 3: Transportation Challenges**
  Transportation is a significant obstacle, particularly for students in rural or low-income areas. Reliable transportation is often unavailable, and funding for transportation frequently competes with other program needs, reducing capacity and the quality of services.

- **Barrier 4: Culturally Responsive Programs**
  Programs that lack cultural responsiveness, multilingual services, and/or accommodations for students experiencing disabilities may inadvertently exclude students from diverse backgrounds, limiting their participation and engagement.

Recommendations

- **Multi-Year Funding Commitments**
  Secure multi-year funding to ensure program stability, enabling long-term planning, stronger community partnerships, and staff retention. Create a coordinated learning ecosystem where resources, best practices, and support are shared across sectors, including education, health, Tribes, CBOs, philanthropy, and social services to address participation barriers.

- **Program Mapping and Comprehensive Outreach Campaigns**
  Conduct statewide program mapping to identify service gaps and develop a resource guide for families and agencies. Launch multilingual awareness campaigns using diverse communication channels to reach families effectively. Improve data collection to better inform funding and policy decisions and address unmet community needs.

- **Transportation Funding**
  Allocate dedicated funding for transportation-related expenses to ensure that access needs do not prevent participation. This funding should be prioritized to maintain program quality and capacity without compromising the number of available seats.

- **Inclusive and Culturally Responsive Programs**
  Support programs in tailoring services to community needs through statewide coordinated professional learning for staff on cultural competency and inclusive practices. Ensure accommodations for students experiencing disabilities, provide culturally relevant food options, and use outreach strategies to engage historically underserved populations. Embed continuous quality improvement to evaluate and enhance program inclusivity and effectiveness.

Funding Mechanisms *(HB 4082 Section 3(2)(b))*

Oregon's funding landscape for summer and afterschool learning programs is insufficient and fragmented, leading to inconsistencies in program availability, quality, and sustainability. Many programs rely on short-term grants and unstable funding sources, making it difficult to plan effectively, retain staff, and build lasting community partnerships. This lack of coordination and predictability prevents programs from fully meeting the diverse needs of youth across the state.

Addressing Funding Challenges

Creating an aligned and coordinated funding system, supported by adequate and stable state funding, is essential to the success of afterschool and summer learning programs. Addressing funding challenges requires tackling fragmented and unpredictable funding streams, while ensuring resources are equitably distributed and sustainable. The HB 4082 Workgroup and ODE identified these key barriers and proposed solutions to establish a cohesive, effective funding framework that meets the needs of Oregon's youth and communities.

Key Barriers

- **Barrier 1: Insufficient and Fragmented Funding**
  Short-term, insufficient funding and a fragmented system of uncoordinated streams hinder long-term planning and sustainable operations. The lack of adequate state funding and alignment among existing mechanisms exacerbates inequities in program availability, quality, and sustainability, underscoring the need for coordinated and consolidated funding approaches.

- **Barrier 2: Short-Term Funding Cycles**
  State funding in 2021, 2022, and 2024 was a positive step, but its short-term nature, limited to one summer at a time, creates instability. Late spring funding and uncertainty about future availability prevent long-term planning, challenges in staff retention, and hinder continuous quality improvement. Additionally, high-quality summer programs begin planning in the fall. The lack of adequate planning time in Oregon's current model is a significant barrier to delivering high-quality programs that are well-coordinated and responsive to community needs, as emphasized in the RAND Corporation's study on summer learning (McCombs et al., 2018).

- **Barrier 3: Summer Programs Across Biennia**
  The overlap of summer programming with biennial budget transitions creates significant challenges for both state education agencies and grantees. Grantees face the burden of managing complex budget adjustments and navigating limited flexibility as they reconcile two separate budgets during active programming. This misalignment disrupts program planning, creates administrative inefficiencies, and hinders the ability to maintain consistent operations and funding continuity.

- **Barrier 4: Direct Funding for Community Organizations**
  Direct funding for CBOs presents significant challenges due to the time-intensive processes required to procure, administer, and award grants, while ensuring compliance with fiscal, insurance, and programmatic requirements for state funding. Previous short-term funding cycles for summer learning grants have exacerbated these issues, leaving insufficient time for CBOs to navigate complex grant processes, meet requirements, and plan effectively. This misalignment has hindered the ability of CBOs to deliver consistent and high-quality summer programs through direct funding mechanisms.

Recommendations

- **Comprehensive Statewide Funding Framework**
  Develop a comprehensive statewide funding framework that prioritizes equity and coordinates state, federal and private resources to support afterschool and summer programs. This framework should ensure equitable distribution of resources, particularly to underserved communities. Consolidating and aligning funding from existing grants coupled with additional long-term state funding will create a cohesive and efficient system, promoting collaboration and resource-sharing.

- **Long-Term Funding Commitments**
  Secure permanent multi-year state funding for no less than four years and across biennia. This stability enables programs to plan long-term, retain staff, and strengthen community partnerships.

- **Ensure Flexible Funding Across Biennia**
  Establish a dedicated Summer Learning Fund in the State Treasury, separate and distinct from the General Fund, where moneys in the fund are continuously appropriated. This ensures funding for state summer programs is insulated from biennial budget transitions. This includes adding in any future legislation multi-year grant structures with clear carryover provisions, ensuring funding stability across biennia. Additionally, streamline ODE administrative processes to support grantees with simplified budget adjustments and provide technical assistance to minimize disruptions during these transitions.

- **Supportive Grant Frameworks for Community Organizations**
  Future legislation should establish multi-year funding cycles with realistic timelines for grant

competitions, procurement, planning, and compliance with public funding requirements. These timelines should prioritize elevating program quality while reducing administrative burdens. Granting structures should enable CBOs to serve as lead applicants, supported by clear technical assistance and guidance throughout the process. This approach will give CBOs the time and resources needed to navigate applications, fulfill requirements, and implement well-planned, high-quality programs. By streamlining processes and offering tailored support, these measures will empower CBOs to effectively deliver impactful summer learning opportunities, strengthening access and equity across communities.

Grant Design and Administration (HB4082 Sections 3(2)(c) and 3(2)(g))

Designing and administering state grants for afterschool and summer learning programs is central to building a cohesive ecosystem of coordinated funds. Effective grant design and administrative not only supports individual grant programs but also the integration of diverse funding streams to create a unified and equitable system. Key areas of focus include application processes, insurance requirements, timing of fund disbursement, technical assistance, data collection, standards for reporting and impact measurement, and streamlining grant processes to reduce administrative burdens while maintaining accountability. Addressing these elements is critical for ensuring that funds are distributed effectively and equitably to serve diverse communities across Oregon.

Addressing Administrative Challenges

Providers of summer and afterschool programs in Oregon encounter substantial administrative challenges, including contracting delays, multiple funding applications, and disconnected reporting requirements and data submissions to the state, often with limited support to highlight program impact. While these challenges affect all program providers, they disproportionately burden CBOs. Unlike school districts, which receive operational funding through the State School Fund, CBOs rely solely on program-specific grants to cover costs. This reliance places additional financial strain on CBOs, making it more difficult for them to sustain high-quality programs and consistently meet the needs of their communities.

A well-designed state grant program ensures that funds are distributed efficiently and equitably, maximizing their impact on youth and fostering a cohesive educational ecosystem. By standardizing best practices and addressing identified barriers, the program can streamline grant processes, reduce administrative burdens, and support high-quality programming. The HB 4082 Workgroup and ODE identified these barriers and solutions to align with the broader goals of creating a coordinated and sustainable funding framework. Comprehensive technical assistance, realistic timelines, and infrastructure to support partnerships further enhance the effectiveness of the grant system.

Key Barriers

- **Barrier 1: Insurance**
  Providers of summer and afterschool programs, including school districts, ESDs, and CBOs face significant challenges in meeting state-mandated insurance requirements. These include unclear and discretionary mandates, limited access to affordable insurance providers, and the high costs of specialized policies. While rising insurance costs impact all providers, the barriers are particularly acute for CBOs. Unlike school districts and ESDs, which often have access to self-insured pools to help manage costs, CBOs rely on external insurance providers, leaving them vulnerable to higher premiums and limited coverage options. Smaller entities often face additional hurdles, including fewer insurers willing to offer policies tailored to their needs. These inequities create significant financial and operational challenges for CBOs, limiting their capacity to deliver and sustain high-quality programs.

- **Barrier 2: Reimbursement-Based Funding Models**
  Reimbursement-based state grants create significant challenges, particularly for smaller organizations with limited cash flow. Under this model, grantees must cover program expenses, such as staff salaries, supplies, transportation, and facilities, using their own funds. They then submit detailed invoices, receipts, and documentation for review, waiting weeks or even months for reimbursement. This system disproportionately impacts smaller organizations, causing delays in program delivery, financial hardship, and increased risk. Many grantees face difficulties launching programs on time, scaling back services, or navigating operational challenges without upfront funds.

- **Barrier 3: Timing and Delays in Fund Disbursement**
  Delays in contracting and fund disbursement disrupt planning and execution for time-sensitive afterschool and summer programs, particularly under previous grant mechanisms with short turnaround times. Procurement processes often lack the flexibility needed to meet the unique demands of these programs, further complicating timely implementation and program delivery.

- **Barrier 4: Complex Grant Application and Reporting Processes**
  Disconnected and cumbersome grant application and reporting processes across funding sources create administrative inefficiencies. Smaller organizations with limited capacity are disproportionately affected, discouraging participation, and reducing equitable access to funding.

- **Barrier 5: Fragmented Data Collection and Reporting Systems**
  Existing data collection systems are fragmented, often focusing more on compliance requirements than on continuous quality improvement. This lack of integration hampers the ability to measure program effectiveness and to tell a cohesive statewide story.

- **Barrier 6: Disconnected Partnerships and Limited Capacity**
  Limited resources and fiscal infrastructure hinder some community organizations from developing and sustaining high-quality programs. At the same time, the lack of adequate time and support for collaboration often leaves partnerships disconnected, siloed, and ineffective. Schools and districts also struggle to recruit and retain staff willing to work afterschool and during the summer months, further reducing access and program impact.

- **Barrier 7: State Infrastructure and Coordination**
  Summer and afterschool programs in Oregon lack a unified data strategy within state agencies and across the broader community. Disconnected data systems across providers and programs make it difficult to convey a cohesive statewide narrative of program impact. Furthermore, data collection often prioritizes compliance over continuous improvement, resulting in redundancies and inefficiencies that increase the administrative burden on program providers.

  Oregon also lacks a dedicated team to coordinate, align, and streamline grants for afterschool and summer learning. Current data systems are fragmented, grant-specific, and user-unfriendly, creating significant administrative challenges. These inefficiencies hinder efforts to address fragmented grant processes, inadequate data collection, and limited support for building community capacity and partnerships.

Recommendations

- **Clear and Affordable Insurance Requirements**
  Establish clear insurance requirements with costs up front that are accessible to CBOs and tribal entities. Provide a curated list of recommended insurers, and allow grant funds to cover insurance costs, including Sexual Abuse and Molestation (SAM) insurance. Ensure requirements are transparent and accompanied by technical assistance to help smaller organizations meet compliance.

- **Upfront Funding**
  Transition to providing the option of receiving a portion of grant funds upfront to alleviate cash flow challenges for smaller organizations. This approach ensures stability and allows programs to launch effectively, particularly for CBOs and tribal entities that lack the financial infrastructure to manage reimbursement-based models.

- **Flexible Fund Allocation**
  Allow flexibility in how funds are used to address local challenges, including transportation, staff development, outreach, and culturally relevant programming. Flexible allocation ensures programs can adapt to meet diverse community needs.

- **Streamlined Timelines and Application Processes**
  Develop clear and consistent timelines for grant applications and fund disbursements, ensuring adequate planning and implementation time. Simplify application processes by aligning formats and requirements across funding sources. Provide applicants with sufficient time to prepare strong proposals, reducing administrative burdens while maintaining accountability.

- **Integrated Data Systems**
  Build user-friendly, integrated data systems that balance compliance with continuous quality improvement. These systems should allow for efficient reporting, data-driven decision-making, and effective storytelling to highlight program impact at a statewide level and across funding sources.

- **Simplified and Aligned Granting Structures**
  Align grant application and reporting requirements across funding sources to reduce redundancy and promote consistency. Develop common application and reporting formats that simplify administrative tasks while ensuring accountability.

- **Capacity Building for Smaller Organizations**
  Collaborate with community partners, philanthropy, and the Afterschool Network to provide tailored support for CBOs and tribal entities. Offer training in grant administration, fiscal management, and data collection to strengthen organizational capacity. Reduce administrative requirements for smaller grants and provide technical assistance to help organizations focus on program delivery.

- **Support for Partnerships and Collaboration**
  Require at least one partnership between schools, CBOs, and other partners to ensure inclusive and equitable program design. Provide guidelines that allow for collaboration and co-creation before application deadlines, fostering stronger partnerships and impactful programming.

- **Dedicated State Infrastructure and Coordination**
  Establish a dedicated Expanded Learning team within ODE to coordinate, align, and consolidate grants. This team would ensure that grants align with school-day initiatives and facilitate a cohesive funding ecosystem. The team should also provide technical assistance, coordinate professional learning, streamline administrative processes, and oversee the development of integrated data systems.

Program Quality and Oversight Standards *(HB 4082 Section 3(2)(d))*

Defining program quality is essential to ensure all Oregon youth have access to equitable and effective learning programs. Currently, program quality standards and oversight mechanisms vary widely across funding sources, leading to inconsistencies in how programs are implemented and assessed. It is crucial to distinguish between compliance requirements: regulatory conditions that programs must meet, and broader quality indicators, which reflect best practices in delivering high-quality programming.

Oversight Standards (Compliance) vs. Program Quality

Compliance requirements are specific, measurable, and non-negotiable conditions that programs must meet to receive, or sustain, funding. For example, HB 4082 mandates a minimum of 80 program hours for State Summer Learning Grants. This is a clear compliance item: it ensures students have adequate access to learning opportunities. However, this does not inherently measure program quality. Program quality, on the other hand, is broader and often more subjective. It encompasses elements such as creating a warm, inclusive environment, fostering positive relationships, and offering enriching experiences that meet the developmental needs of students. These aspects of quality are not always captured by compliance checklists but are crucial for the program's effectiveness. For instance, a program could meet the 80-hour requirement (compliance) but still fall short of providing a nurturing, engaging environment (quality).

Addressing Program Quality and Oversight

High-quality programs foster safe spaces, support academic and social-emotional development, and provide enrichment opportunities that may otherwise be unavailable. By maintaining high standards, programs across the state can offer equitable learning experiences, regardless of location or provider. Separating compliance from continuous quality improvement allows programs to meet essential regulations while fostering a culture of growth. Compliance ensures adherence to federal and state regulations, which are often binary. Quality improvement, however, is an ongoing process, encouraging programs to reflect, adapt, and evolve to meet the strengths and needs of their communities. This dual approach ensures programs meet both regulatory requirements and achieve long-term success through continuous improvement.

Key Barriers

- **Barrier 1: Inconsistent Program Quality Standards**
  Quality standards and oversight mechanisms vary across funding sources, resulting in inconsistent program effectiveness and evaluation.

- **Barrier 2: Fragmented Oversight Mechanisms**
  The lack of a unified oversight structure leads to inconsistent monitoring and evaluation, making it difficult to ensure all programs meet baseline standards.

- **Barrier 3: Grant Compliance Requirements vs. Continuous Quality Improvement**
  Combining compliance requirements with quality improvement efforts often reduces the effectiveness of both. Compliance is binary and regulation-focused, while quality improvement emphasizes reflective and adaptive practices.

- **Barrier 4: Lack of Collaboration and Shared Learning**
  Programs have limited opportunities for collaboration and shared learning, hindering the adoption of best practices and continuous improvement.

- **Barrier 5: Need for Professional Development**
  Staff often lack the training and resources to deliver inclusive, high-quality, culturally responsive programming, limiting program effectiveness.

- **Barrier 6: Family and Community Engagement**
  Programs that fail to actively involve families and communities may not fully build upon assets, meet local needs, and reduce their overall impact.

Recommendations

- **Statewide Quality Standards:** Develop and implement culturally responsive quality standards for all afterschool and summer programs. These should support both academic and developmental outcomes. Use a crosswalk of existing standards and assessment tools to guide the creation of a statewide continuous quality improvement system.

- **Continuous Improvement Processes:** Establish a system of ongoing, collaborative professional development, technical assistance, site visits, and program evaluations to ensure program quality while fostering growth and improvement.

- **Compliance and Quality Improvement:** Establish a monitoring framework that clearly distinguishes between compliance requirements (e.g., program hours, safety protocols) and quality indicators (e.g., creating environments that support academic and social-emotional development).

- **Professional Development and Career Pathways:** Implement "Grow Your Own" programs to cultivate talent from within communities. Offer career advancement opportunities and continuous professional development to attract and retain skilled staff, ensuring long-term program quality and stronger community ties.

- **Family and Community Engagement:** Actively involve families and communities in program planning and evaluation to ensure programs meet local needs, build upon assets, and enhance their overall quality and impact.

Outcomes & Metrics (HB 4082 Section 3(2)(e))

Outcomes and metrics are essential for assessing the effectiveness and impact of afterschool and summer learning programs. The challenge lies in developing a consistent and comprehensive framework that can be applied across various programs while recognizing their unique contexts and goals. Differentiating between program quality standards and overall program effectiveness is crucial. Program quality assessment tools focus on the criteria and standards used to evaluate the quality of program implementation, whereas program evaluation encompasses both process evaluations (assessing whether a program is implemented as intended) and outcomes evaluations (assessing the program's success in reaching its goals and impacting participants). By clearly separating these components, we can ensure that programs meet essential targets while fostering a culture of growth and reflection. This approach supports programs in becoming high-quality, adaptive, and responsive to the needs of the communities they serve, ensuring long-term success and impact.

Reedsport SD - Students sort and organize items washed ashore

Addressing Outcomes and Metrics

Defining clear outcomes and metrics is critical for systematically measuring program success and identifying areas for improvement. High-quality programs must adapt based on data and feedback to meet the evolving needs of students and

communities. The HB 4082 Workgroup and ODE identified barriers and solutions to develop a unified framework that ensures programs meet statewide goals while prioritizing equity, transparency, and accountability. A focus on comprehensive metrics supports informed decision-making, sustained funding, and community trust.

Key Barriers

- **Barrier 1: Lack of a Unified Outcomes Framework**
  There is no standardized framework for measuring outcomes across afterschool and summer programs. This inconsistency makes it difficult to assess overall program impact and alignment with statewide educational goals.

- **Barrier 2: Over-Reliance on Quantitative Measures**
  Programs often rely heavily on quantitative data, such as surveys and attendance, which may not fully capture their broader impact on youth development and community needs.

- **Barrier 3: Limited Focus on Equity in Metrics**
  Current metrics often fail to track progress toward equity-related goals, such as effectively serving youth from historically underserved communities.

- **Barrier 4: Inadequate Youth Involvement in Outcomes Development**
  Youth perspectives are frequently excluded from the development of outcomes and metrics, resulting in data that may not fully reflect their experiences, needs, or priorities.

- **Barrier 5: Complex and Under-Resourced Data Systems**
  Data collection and reporting systems are often cumbersome, disconnected, and resource-intensive. Many programs lack funding or capacity to hire dedicated staff for data collection and analysis, which compromises data quality and consistency. These challenges create administrative burdens and hinder the ability to leverage data for meaningful evaluation and improvement.

Recommendations

- **Unified Outcomes Framework**
  Develop a statewide outcomes framework with common metrics for academic and social-emotional learning outcomes. This framework should be flexible enough to adapt to the needs of different program types and communities, ensuring consistent measurement of program success across diverse settings.

- **Mixed-Methods Approach**
  Use a combination of quantitative and qualitative data (e.g., surveys, interviews, impact stories) to provide a comprehensive view of program effectiveness.

- **Equity-Focused Metrics**
  Develop specific metrics to track progress toward equity goals, particularly regarding the inclusion of historically underserved populations.

- **Youth Engagement**
  Incorporate youth voice, agency, and leadership in determining and measuring outcomes to ensure data is relevant and reflective of their experiences.

- **Streamlined and Well-Resourced Data Systems**
  Simplify and integrate data collection and reporting systems to reduce program administrative burdens while ensuring high-quality data practices. Align systems with other grant processes for consistency across programs. Allocate funding to support dedicated data staff and analysis resources, ensuring that programs can collect, manage, and interpret data effectively. This investment will enhance the ability to evaluate program success, identify areas for improvement, and support continuous quality improvement efforts.

Incentivize Partnerships (HB 4082 Section 3(2)(f))

Building strong partnerships between various educational entities and community organizations is critical for creating comprehensive and effective learning and enrichment programs. However, developing these relationships takes time and trust, which can be challenging to establish within short time frames.

Addressing Partnership Challenges

Effective partnerships enhance program quality, tailor services to meet community needs, and create a cohesive educational ecosystem. By incentivizing collaboration between schools, districts, CBOs, Tribes, and other entities, programs can be designed and implemented with input from all parties. The HB 4082 Workgroup and ODE identified key barriers and actionable solutions to strengthen partnerships and ensure they lead to sustainable and impactful educational programs.

Key Barriers

- **Barrier 1: Time Constraints in Building Partnerships**
  Short grant timelines often do not provide enough time to develop trust and meaningful collaboration between schools, districts, and CBOs.

- **Barrier 2: Lack of Financial Incentives for Partnerships**
  Schools and CBOs often lack the financial resources or incentives to initiate and sustain partnerships, particularly when funding opportunities are limited or short-term.

- **Barrier 3: Complexity in Partnership Definitions**
  The absence of a clear and consistent definition of partnerships and eligible CBOs within the legislative and program contexts creates challenges for establishing authentic and effective collaborations. Different programs and statutes define CBOs in varying ways, leading to inconsistencies in eligibility and expectations. This complexity can hinder the ability of schools, districts, and other partners to align efforts and form cohesive partnerships that effectively serve the needs of Oregon's diverse communities.

- **Barrier 4: Limited Networking Opportunities**
  Without regular opportunities for networking and relationship-building, potential partners struggle to connect, collaborate, and co-create impactful programs.

- **Barrier 5: Inconsistent Collaboration Between CBOs and Schools**
  Collaboration levels between schools and CBOs vary widely, leading to disparities in program delivery, quality, and effectiveness.

- **Barrier 6: Lack of Continuous Partner Engagement**
  Programs that fail to engage community partners consistently may not fully meet local needs or adapt to emerging challenges.

Recommendations

- **Financial Incentives for Partnerships**
  Offer financial incentives such as grants or matching funds to support partnerships between schools, ESDs, Tribes, public charter schools, and CBOs. These incentives should fund collaborative projects, joint initiatives, and start-up investments, fostering sustainable and equitable partnerships.

- **Define Partnerships Clearly**
  Establish clear legislative definitions for partnerships and eligible CBOs. Include key components of high-quality collaborations, such as shared goals, mutual respect, clear communication, and joint decision-making. Clarity in definitions ensures consistency and streamlines the process of building and sustaining partnerships.

- **Sufficient Time for Partnership Development**
  Provide a reasonable runway before grant application deadlines for co-creation and collaboration. Support partnerships with technical assistance for developing Memorandums of Understanding (MOUs)/Memorandums of Agreement (MOAs) and creating clear communication and expectations. Multi-year, predictable funding models can further promote stability and allow partnerships to grow and strengthen over time.

- **Facilitate Networking Opportunities**
  Host regular convenings and create online platforms to foster collaboration and support regional partnerships. These forums allow entities to build relationships, share resources, and co-create programs tailored to community needs.

- **Collaboration Requirements**
  Require continuous collaboration between CBOs and districts or schools throughout the grant period, starting from the application process. Allocate a specific portion of funding or direct funding to CBOs to ensure sustained partnerships and equitable program delivery.

- **Ongoing Community Partner Engagement**
  Engage community partners regularly in designing and refining grant programs. Establish feedback loops to identify challenges and adapt programs effectively. Integrate community engagement requirements into existing grant frameworks, ensuring alignment and responsiveness to community needs.

FIVE-YEAR VISION AND IMPLEMENTATION PLAN: BUILDING A COORDINATED ECOSYSTEM FOR EXPANDED LEARNING IN OREGON

Five-Year Vision

Oregon envisions an educational ecosystem where high-quality summer and afterschool programs are fully integrated into the state's broader educational framework. This vision is the culmination of a co-creation process involving the HB 4082 Workgroup, State Summit participants, and additional partner input, reflecting the collective expertise and priorities of diverse partners.

By 2030, all Oregon youth, especially those furthest from educational justice, will have access to a high-quality summer or afterschool program. These programs will encourage regular participation and provide opportunities for every child to thrive academically, socially, and emotionally. Oregon will establish a coordinated educational ecosystem beyond the school day, committed to measurable outcomes and equity, ensuring every child can achieve their full potential and contribute to a stronger future for themselves and their communities.

To achieve this ambitious vision:

Oregon will develop a coordinated Five-Year Expanded Learning for Student Success Investment Strategy that includes state, private sector, and community partners. This strategy will fund programs across the education ecosystem, encompassing school districts, ESDs, CBOs, Tribes, post-secondary institutions, early learning partners, public libraries, and local governments.

This investment strategy will focus on creating meaningful outcomes for youth by building a statewide framework that provides technical assistance, fosters partnerships, and promotes professional development. These collaborative efforts will ensure programs meet the highest standards of quality with a unified focus on student academic success, belonging, and well-being. Key strategies include establishing meaningful partnerships with Tribes, districts, ESDs, and CBOs, and implementing effective data collection practices to drive continuous improvement.

Gervais SD - Students present artwork & letters to Dr. Williams

Investing in Oregon's Expanded Learning Vision

We estimate that an initial **state investment of $100 million for the 2025-2027 biennium, or $50 million per year**, is necessary to establish a foundational framework for afterschool and summer programs across Oregon. This funding is estimated to serve approximately 75,000 students each year, an additional 27,000 students from summer 2024 estimates.

Future legislation should incorporate multi-year grant structures with clear carryover provisions, providing consistent funding across biennia. **Key to ensuring this stable funding** for afterschool and summer programs across Oregon is the establishment of a **dedicated Summer Learning Fund, separate and distinct from General Fund, in the State Treasury. This fund would include a continuous appropriation to the ODE.** Paired with an effective disbursement model for grant payments, this two-pronged approach would provide stability and protection from biennial budget transitions.

The long-term vision is to provide every school district in Oregon with the capacity to offer high-quality afterschool or summer programs by 2030. To achieve this, **an ongoing annual investment of $100 million will be required.** These programs, as voluntary initiatives, are projected to serve approximately 23% of Oregon's youth, or about 130,000 students based on participation data from the Student Success Act (SSA) Summer Program Grant.

Our plan is to start with $50 million per year for 2025-2027 and use this initial investment to demonstrate the effectiveness and return on investment (ROI) of expanded learning programs. This proof of concept will lay the groundwork for increasing state funding in the next biennium while also consolidating and aligning existing federal and state funding streams. Additionally, the plan includes fostering philanthropic and business partnerships to bridge the gap and ensure sustainable growth toward the $100 million annual goal.

To realize this vision, **a dedicated $3 million infrastructure investment, separate from the $100 million allocated for grant programs for the biennium, is essential.** This funding will build the capacity needed to measure effectiveness and ROI, ensuring long-term success and scalability. By 2030, Oregon will have a robust, sustainable, and equitable ecosystem of expanded learning opportunities, ensuring that the students who would benefit the most have access to a high-quality afterschool or summer learning program in every school district.

High-Quality Grantmaking Systems Create the Conditions for High-Quality Outcomes for Youth

Creating the conditions for high-quality summer and afterschool programs means we need a five-year plan to steward resources for shared goals. To build and expand high-quality summer and afterschool programs that research says is necessary to realize student-level outcomes, funders will promote high-quality conditions. This includes stable, predictable funding streams and easing barriers to applications for grantees to ensure programs have adequate time to co-plan with local or regional partners, prepare their workforce to provide high-quality programming, communicate to families, and use data to drive continuous improvement and shared learnings.

Key Pillars of the Five-Year Vision

The Four Key Pillars of Oregon's Five-Year Vision for expanded learning are the culmination of recommendations from the HB 4082 Workgroup, the State Summit, and partner input. These pillars represent a shared commitment to addressing systemic inequities while establishing a sustainable framework for long-term success and measurable impact.

1. **Coordinated Investments to Fill Gaps and Serve the State**
   Oregon will transition from fragmented, short-term grants to a long-term, sustainable, and coordinated funding system.

   - **Predictable, Sustainable Funding with Four-Year Grant Cycles:** Oregon will implement four-year grant cycles aligned with the state's biennial budget, providing stability for providers to plan and collaborate effectively. This approach supports long-term program development, aligns with state priorities, and fosters partnerships with private and community sectors.

   - **Streamlining Funding Across Agencies:** State agencies including ODE, YDO, DELC, and HECC will align and consolidate summer and afterschool funding streams to create a cohesive, strategic statewide framework. This effort will reduce administrative burdens, align funding priorities and reporting requirements, and enable larger, more impactful grants.

   - **Equity-Focused Initiatives:** Programs will prioritize reaching historically underserved students and communities, fostering inclusivity and culturally responsive practices. Over the next five years, investments will initially focus on these focal student groups, gradually expanding toward universal access.

2. **Streamlined and Equitable Grantmaking and Administration**
   Streamlining grantmaking and administration will reduce barriers and ensure resources are accessible to all partners.

   - **Upfront Payments to Cover Upfront Costs:** Disbursement grants will be introduced as an alternative option to the reimbursement model that has historically created barriers for community organizations. This change ensures that grantees have the resources they need when they need them, eliminating delays in program delivery.

   - **Long Runway for Collaborative Planning, Coordination, and Public-Private Partnerships:** Provide planning programs to enable providers to build meaningful partnerships, align programs with local needs, and prepare for grant application processes. Engage philanthropic and private sector partners to supplement state funding with capacity-building grants, professional learning opportunities, and innovative solutions that enhance program sustainability and effectiveness. This extended timeline will support cohesive program design, quality programming, building infrastructure capacity, and implementation.

   - **Address Insurance Barriers:** Provide clarity and consistency in state insurance requirements while supporting affordable coverage options, including allowances for insurance costs within grant budgets, to reduce inequities between providers.

   - **Flexible Funding:** Resources will support a range of needs, including transportation, living wage compensation, workforce development and training, incentives to sustain partnerships, and innovative programming.

3. **Strengthening Partnerships for a Cohesive Educational Ecosystem**
   Oregon will integrate in-school, out-of-school, and community-based learning opportunities into a cohesive educational ecosystem.

- **Collaborative Partnerships:** Schools, Tribes, CBOs, ESDs, families, and philanthropic partners will work together to co-create programs that reflect community needs and align with statewide educational goals, fostering trust and shared accountability.
- **System Coordination:** State agencies will streamline funding processes, consolidate resources, and reduce administrative complexities, enabling efficient and impactful program delivery.
- **Unified Leadership and Strategic Coordination:** A dedicated advisory team will align efforts, track progress, and provide strategic guidance to sustain momentum. To support this vision, ODE will establish a specialized team to lead and coordinate expanded learning efforts, prioritizing integration, and collaboration across partners to maximize the impact of these initiatives statewide.

4. **Developing an Infrastructure and Framework for High-Quality Programming and Continuous Quality Improvement**
   Oregon's expanded learning programs will prioritize excellence through consistent standards, data-driven practices, and professional development, co-created with partners to ensure alignment with community needs and statewide goals.

   - **Statewide Standards and Metrics:** Oregon will collaborate with schools, CBOs, Tribes, ESDs, and other partners to co-create and adopt shared quality indicators and outcomes. These standards will ensure program effectiveness, equity, and alignment with state priorities, providing a consistent framework for evaluating success and fostering continuous improvement.
   - **Professional Development and Workforce Capacity:** Programs will strengthen their workforce by offering ongoing training, professional learning opportunities, and support for career pathways. This investment will help attract, retain, and grow skilled educators and staff while ensuring that programming is culturally responsive and meets the diverse needs of Oregon's youth.
   - **Data-Driven Practices for Improvement:** Oregon will develop a robust data framework that tracks key academic, social-emotional, and equity-related metrics. This system will provide real-time insights, enabling programs to adapt and continuously improve while ensuring accountability and transparency in meeting statewide goals.

Five-Year Implementation Timeline

Year 1: Foundation Building (2025-2026)

The first year of Oregon's Five-Year Vision is dedicated to establishing a robust, equitable, and sustainable expanded learning system. With a focus on strategic investments, strengthened partnerships, and enhanced infrastructure, Year 1 will lay the groundwork for long-term success.

Summer 2025 Programs: Building on Success and Ensuring Continuity

The funding structure for Summer 2025 should build on lessons learned from the Summer 2024 implementation. Rather than replicating the previous funding formula, this approach will refine and implement an updated formula to ensure immediate funding for Summer 2025 programs. The state will provide timely disbursement and continuity for returning grantees, while also addressing gaps and opportunities identified in summer 2024.

This strategy supports grantees in leveraging the lessons learned from 2024, enabling continuous improvement, enhanced program quality, and preparation for a competitive grant process in 2026. Programs will have the opportunity to scale impact, refine strategies, and align with evolving quality standards for expanded learning.

To support this effort, **ODE plans to release a comprehensive analysis of the HB 4082 Summer 2024 grants by late January 2025.** This report will offer critical insights and recommendations to guide program improvements, ensure the sustainability of high-quality initiatives, and prepare for the next phase of competitive funding in 2026.

Expanded Learning for Student Success Planning Program: Research-Based Preparation for 2026 Grants

Research consistently underscores the value of robust planning for high-quality program implementation (McCombs et al., 2018). Early preparation, coupled with guided technical assistance and access to shared resources, is critical for ensuring success. To support prospective grantees for the 2026 Expanded Learning for Student Success grants, ODE in coordination with state partners, will offer an optional, one-year planning program.

This program is designed to help applicants, including schools, districts, ESDs, CBOs, Tribes, and other entities, build capacity, develop partnerships, and design evidence-based afterschool and summer programs. The planning initiative provides a structured approach to strategic program design, enabling participants to lay the groundwork for effective implementation of Oregon's four-year grant cycle model.

Key Features of the Planning Program:

- **Technical Assistance and Capacity Building:** Prospective grantees will receive support to develop strategic plans, refine program goals, and ensure alignment with evidence-based practices. This includes guidance tailored to local needs and priorities.
- **Community Learning Cohorts:** Modeled after successful initiatives such as Texas's planning initiative, the program will foster peer learning networks where participants can share strategies, address challenges, and collaborate on solutions specific to their communities (AIR, 2023).
- **Flexible Budgeting Tools:** Budget frameworks and templates will help participants anticipate program costs, insurance needs, partner agreements, and adapt plans to fit local circumstances.
- **Staffing and Professional Development Support:** Participants will access resources for recruiting and training educators, with a focus on providing culturally responsive, enriching, and academically rigorous programming.

By engaging in this optional planning program, prospective grantees will benefit from access to expert coaching, individualized technical assistance, and research-based tools. This structured preparation will empower applicants to design high-quality, sustainable programs that align with the goals of Oregon's Expanded Learning for Student Success initiative.

Building a Cohesive Educational Ecosystem

Partnerships will be at the heart of Year 1 efforts, with the development of an advisory group to guide the implementation of statewide quality standards and outcomes. This group will foster coordination across sectors, ensuring alignment with shared goals. Regular convenings will strengthen collaboration between schools, Tribes, CBOs, ESDs, and local governments, creating trust and shared accountability. Local, regional, and state entities will work together to establish a seamless ecosystem that holistically supports student success.

Expanding Access and Prioritizing Equity

Efforts to expand equitable access will begin with mapping service gaps and addressing barriers to participation, particularly for underserved communities. Initiatives will focus on engaging focal student groups, including students experiencing disabilities and multilingual learners, ensuring their inclusion in high-quality programming. These actions will lay the groundwork for Oregon's commitment to reaching historically underserved students through culturally responsive practices.

Year 2: Expansion and Alignment (2026-2027)

Building on the foundational efforts of Year 1, Year 2 centers on expanding access, deepening partnerships, integrating efforts such as Early Literacy, Career and Technical Education (CTE), and Student Success Plans, and refining systems to operationalize Oregon's bold vision for high-quality afterschool and summer learning programs. This pivotal year marks the launch of competitive four-year grant cycles, providing stability and encouraging innovation to address both local needs and statewide priorities.

2026 Expanded Learning for Student Success Grants: Direct Funding with a Long Runway for Planning

In 2026, the state will launch four-year **Expanded Learning for Student Success grants**, providing direct funding to schools, districts, ESDs, CBOs, and Tribes to serve as lead grantees. These grants emphasize a long runway for planning, fostering strong partnerships and enabling grantees to co-design programs that meet the unique needs of their communities.

Aligned with the proven 21st CCLC model, these grants will prioritize equity-driven, evidence-based programming. The four-year structure ensures stability, allowing grantees to build capacity, plan effectively, and deliver high-quality afterschool or summer learning opportunities that reflect the highest standards of excellence.

Strengthening Internal Capacity and Systems

ODE will strengthen its infrastructure to support expanded learning initiatives and the recommendations in this report by aligning data collection systems, streamlining grant application processes, and fostering consistency across funding streams. ODE will prioritize co-creation with partners, technical assistance, and leadership to build a sustainable and equitable support system. To further reduce barriers, ODE will implement an upfront payment option for 2026 grantees, alongside addressing insurance issues by establishing clear, consistent requirements and including coverage costs within grant budgets to reduce inequities, particularly benefiting smaller community organizations.

Year 3: Strengthening Quality (2027-2028)

Year 3 focuses on monitoring implementation, scaling successful programs, deepening program quality through continuous improvement efforts, and strengthening partnerships. By using data to inform programming and enhance decision-making, this year will ensure expanded learning programs effectively address the needs of Oregon's youth. Key priorities include expanding funding streams, building a cohesive professional learning framework, and fostering regional and local collaboration to deliver high-quality, sustainable programs.

Year 4: Scaling and Sustaining (2028-2029)

Year 4 will emphasize expanding access to high-quality afterschool and summer programs statewide, guided by lessons learned in previous years. Efforts will focus on scaling effective practices, further aligning resources with statewide goals, and ensuring programs are accessible, inclusive, and sustainable. Professional development initiatives will deepen, regional networks will strengthen, and ongoing data collection and analysis will inform continuous quality improvement, ensuring programs effectively meet the diverse needs of Oregon's youth.

Year 5: Evaluation and Transition (2029-2030)

In Year 5, Oregon will evaluate the progress made toward the 2030 goal of ensuring all youth who wish to participate have access to high-quality summer and afterschool programs. This evaluation will complement annual program assessments, providing a comprehensive analysis of outcomes, equity gaps, and program impacts. The findings will guide the transition to a long-term, integrated framework, with partnerships and funding systems solidified to ensure continuity. Lessons learned over the five years will shape future strategies, establishing a statewide standard for excellence and equity in expanded learning.

A Unified Vision of Partnership: Roles and Responsibilities

The successful implementation of the Expanded Learning for Student Success Plan relies on **shared accountability** and effective collaboration among all partners. This initiative builds on the concept of community ecosystems, emphasizing cross-sector partnerships to holistically support students both inside and outside the classroom. Reciprocal accountability ensures that all partners are clear on their roles, understand what they can expect from others, and fulfill their responsibilities while working collaboratively toward shared goals. By fostering mutual trust, transparency, and aligned actions, Oregon can create a sustainable, interconnected support system that addresses the diverse needs of all students, especially those from historically underserved communities.

State Legislature

- **Primary Role:** By allocating stable, long-term funding and supporting policies that foster collaboration among agencies, the Legislature helps ensure that programs are equitable, high-quality, and sustainable. Their leadership in addressing systemic barriers and aligning resources across the educational ecosystem is essential to achieving Oregon's vision for expanded learning opportunities.

- **Responsibilities:** In addition to allocating multi-year funding and supporting policy, their role includes monitoring progress toward statewide goals and holding agencies accountable for delivering results aligned with Oregon's educational priorities.

State Agencies

- **Primary Role:** Coordinate and lead efforts to establish a cohesive and aligned system of expanded learning, ensuring high standards for quality, continuous improvement, and accountability.

- **Responsibilities:** The Governor's Office will provide strategic leadership to align priorities across state agencies, ensuring that afterschool and summer learning programs remain central to Oregon's educational goals. The Governor's Office will also facilitate interagency collaboration to streamline funding, reduce duplication, and drive systemic change to create a cohesive educational ecosystem.

  ODE, in partnership with other state agencies, will lead efforts in setting and maintaining high standards for program quality and accountability. ODE will coordinate resources and co-create frameworks for technical assistance, professional development, and data collection and reporting to monitor statewide program impact and foster continuous improvement.

  Partnering state agencies, such as the **Department of Early Learning and Care (DELC), Youth Development Oregon (YDO),** and the **Higher Education Coordinating Commission (HECC),** will collaborate to align and consolidate grant opportunities, support CBOs, and ensure comprehensive program delivery across the educational spectrum.

Tribes and Community-Based Organizations

- **Primary Role:** Co-create, deepen partnerships, and deliver high-quality programming tailored to the specific assets, needs, and dreams of their local populations.
- **Responsibilities:** Tribes and CBOs will play a crucial role in designing and implementing culturally responsive and community-centered programs. These organizations will collaborate with schools and other local entities to ensure that programs meet the unique needs of students, particularly those from historically underserved communities. CBOs and Tribes will also provide valuable partnership and feedback to state agencies to inform continuous improvement efforts, ensuring programs are effectively addressing community needs.

Schools and Districts

- **Primary Role:** Co-create and deliver high-quality programming tailored to the community and integrated within the broader educational framework and aligned to academic goals.
- **Responsibilities:** School districts will be responsible for the on-the-ground implementation of afterschool and summer learning programs, ensuring alignment with district-wide academic goals and priorities. Districts will work in partnership with CBOs, Tribes, and other partners to provide comprehensive support for students, making programs accessible, inclusive, and of high quality. Additionally, school districts will play a key role in data collection and reporting, contributing to the overall assessment of program effectiveness and ensuring that resources are used efficiently.

Education Service Districts and Local Government

- **Primary Role:** Provide infrastructure support, resources, and foster partnerships to enhance program delivery.
- **Responsibilities:** ESDs and local governments will support the initiative by providing necessary infrastructure, and logistical support, such as facilities, transportation, data collection, and other resources that enhance accessibility and reduce administrative load. They will help facilitate partnerships, collaboration, and professional learning between schools, CBOs, Tribes, and other partners, fostering a collaborative approach to program delivery. By assisting in navigating administrative and regulatory requirements, ESDs and local governments will ensure smooth implementation and sustainability of programs.

Philanthropy

- **Primary Role:** Provide professional learning opportunities and supplementary funding and support for innovation and capacity building.

- **Responsibilities:** Philanthropic organizations will play a vital role in offering additional resources to innovate and scale successful afterschool and summer learning models. This includes funding pilot programs, supporting professional development, and enabling research and evaluation efforts to identify best practices. Philanthropy can also help bridge gaps in public funding, ensuring that programs are sustainable and can expand to serve more students effectively. Moreover, philanthropic partners can leverage their networks to bring in additional support from private sector businesses, community leaders, and civic organizations.

Other Key Partners

- **Municipal Agencies and Local Businesses:** Municipal agencies such as public works, health services, and parks and recreation departments, along with libraries, local businesses, and chambers of commerce, can provide vital community resources, spaces, and expertise to support out-of-school time programs.

- **Healthcare Providers and Public Health Experts:** These partners can ensure that programs address the physical and mental health needs of students, particularly in the context of ongoing public health challenges.

- **Civic, Cultural, and Faith-Based Organizations:** These organizations can offer enrichment opportunities that align with community values and traditions, ensuring programs are holistic and culturally inclusive.

Call to Action

Oregon stands at a pivotal crossroads with the opportunity to transform its educational system into one that serves all students equitably and effectively. The recommendations outlined in this report reflect a collective vision, co-created with partners across the state, to establish a cohesive, sustainable, and inclusive network of high-quality afterschool and summer learning programs. These programs are not merely supplemental; they are foundational to addressing the systemic inequities that have limited opportunities for too many of Oregon's children.

Legislators, your leadership, and commitment to funding these initiatives are essential. Stable, multi-year investments will provide the foundation for building strong partnerships, ensuring program quality, and supporting the infrastructure needed to sustain long-term impact. By prioritizing predictable funding, we can empower schools, CBOs, Tribes, and other partners to co-create innovative programs that are responsive to the needs of all youth, especially those furthest from educational justice.

This vision requires a shared commitment from all partners: state agencies, local governments, educational institutions, CBOs, Tribes, families, philanthropy, and private-sector partners. Together, we can build a learning ecosystem that maximizes resources, breaks down barriers, and unlocks the full potential of every child.

The time to act is now. By embracing these strategies and securing the necessary resources, we can ensure that Oregon's youth have the opportunities they deserve to thrive academically, socially, and emotionally. This is not just an investment in programs; it is an investment in Oregon's future. Let us rise to this moment and make lasting change, together.

APPENDICES

Appendix A: Insights from National Models and Research

Nationally, there is increasing recognition of the vital role afterschool and summer programs play in the educational system. States that have strategically invested in these programs report positive outcomes in academic achievement, school attendance, and student engagement. Oregon can draw valuable lessons from these models to design programs that are both effective and scalable, ensuring equitable access and high-quality experiences for all students.

Key National Models

California's Expanded Learning Programs

California's After School Education and Safety (ASES) program and the 21st CCLC initiative have been instrumental in providing expanded learning opportunities for students. These programs focus on academic enrichment, physical fitness, and nutrition, along with arts and cultural activities. Research shows that students participating in these programs demonstrate improved academic performance and social-emotional skills. California's model highlights the importance of stable funding and strong partnerships with community organizations to create sustainable, high-quality programs (Learning Policy Institute, 2021).

Michigan's Out-of-School Time Investment

Michigan has been a leader in integrating afterschool and summer programs as a core part of its educational strategy. With its first investment in 2021 through federal COVID funding and subsequent state investments starting in 2023, Michigan has developed robust programs that support academic enrichment in schools and community-based organizations. These programs are designed to focus on literacy, math, and science, providing essential support to students most in need. Michigan's approach illustrates the importance of sustained state investment and the strategic use of federal funds to build a comprehensive out-of-school time (out-of-school time) ecosystem (Afterschool Alliance, 2022).

New Mexico's Academic Recovery and Enrichment

New Mexico strategically used a combination of federal ESSER funds and state allocations to support out-of-school time learning opportunities and summer enrichment. These programs are particularly focused on academic recovery and enrichment, providing high-dosage tutoring and other supports to help students catch up and excel academically. This model demonstrates the importance of aligning state and federal resources to address immediate educational needs while planning for long-term program sustainability (Afterschool Alliance, 2022).

Texas Afterschool Centers on Education (ACE)

Texas has implemented the Afterschool Centers on Education (ACE) program, which serves thousands of students across the state. The ACE program offers a variety of academic and enrichment activities designed to support students' overall development. Evaluation studies have found that ACE participants have higher school attendance rates, improved behavior, and better academic outcomes compared to non-participants. Texas's approach underscores the need for a comprehensive data system to track student progress and program impact, allowing for continuous improvement and targeted support (Afterschool Alliance, 2022). Additionally, findings from the Texas Summer Learning Study highlight the importance of robust planning frameworks and peer learning networks in ensuring program quality (AIR, 2023).

New York's Empire State After-School Program

New York's Empire State After-School Program provides funding to expand access to high-quality afterschool programs in high-need communities. This initiative is part of a broader state effort to support academic achievement and youth development, particularly in underserved areas. The program has been praised for its focus on equity, ensuring that resources are directed towards the communities that need them most. New York's model illustrates the importance of equity-focused funding and the integration of afterschool programs within the broader educational landscape (NCSL, 2022).

State-Level Research-Based Strategies

Leveraging Federal and State Funding: Research suggests that successful afterschool and summer learning programs often utilize a blend of federal and state funding to ensure sustainability and scalability. States like Massachusetts and Michigan have effectively braided different funding streams, including 21st CCLC grants, state education funds, and local contributions, to create robust programs that serve a wide range of student needs (Peterson, 2021).

Building Strong Public-Private Partnerships: Public-private partnerships are essential for expanding program capacity and enriching the quality of afterschool and summer learning initiatives. States like Georgia have partnered with private foundations, businesses, and local communities to provide additional resources, mentorship, and enrichment opportunities for students. These partnerships not only enhance program offerings but also foster community investment in education (Learning Policy Institute, 2021).

Prioritizing Professional Development for Staff: High-quality programs invest in the continuous professional development of their staff. States like Connecticut established statewide networks to provide training and professional development opportunities for afterschool and summer program staff. This ensures that educators and program leaders are equipped with the skills and knowledge needed to deliver effective and engaging programs (Afterschool Alliance, 2022).

Integrating Social-Emotional Learning (SEL): Programs that incorporate SEL frameworks tend to see more significant impacts on student behavior, attendance, and academic outcomes. Washington State is a leader in integrating SEL into their afterschool and summer programs, providing students with the tools to manage emotions, build positive relationships, and make responsible decisions. SEL integration is increasingly recognized as a best practice in fostering holistic student development (Learning Policy Institute, 2021).

Using Data for Continuous Improvement: Effective afterschool and summer programs are data-driven, using regular assessments to monitor progress and make informed adjustments. States like Tennessee developed comprehensive data systems that track student outcomes and program effectiveness, allowing for real-time adjustments and ensuring that programs meet the evolving needs of students (Peterson, 2021).

Appendix B: Glossary of Terms

Chronic Absenteeism: Not attending school for 10% or more than 10% of school days that the student is enrolled in a school year, as defined in OAR 581-020-0631.

Culturally Responsive: The implicit recognition and incorporation of the cultural knowledge and experience of students served by the African American/Black Student Success Plan in teaching, learning, assessment, and support. This includes identifying and valuing: students' cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and performance styles and behaviors in the classroom that can differ from dominant culture views of what qualifies as achievement or success, as defined in OAR 581-017-0550.

Education Service Districts (ESDs): A district created under ORS 334.010 that provides regional educational services to component school districts.

Focal Student Groups: As defined in OAR 581-014-0001, focal student groups include:

- Students from Racial or Ethnic Groups that Have Historically Experienced Academic Disparities, includes, but is not limited to American Indian and Alaska Native (AI/AN and AI/AN+) students, Black and African American students, Hispanic and Latino students, Asian students, Native Hawaiian and Pacific Islander students, and multiracial students, and any other racial or ethnic group identified by the school district as historically experienced academic disparities.

- Economically disadvantaged students

- Students in foster care

- LGBTQ2SIA+

- Students experiencing houselessness

- Migrant students

- Students recently arrived

- English learners

- Students experiencing incarceration/detention

- Students who are pregnant, parenting, and/or students who experience any pregnancy-related condition

Local government: All cities, counties and local service districts located in this state, and all administrative subdivision of those cities, counties and local service districts as defined in ORS 174.116(1).

Local Service Districts: Includes local libraries, parks and recreation districts, etc. as defined in ORS 174.116(2).

Appendix C: Bibliography

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