

# Interim Latino/a/x Student Success Plan

## Background

During the 2019 legislative session, Oregon's leaders made a real commitment to our children, our educators, our schools, and our state by passing the Student Success Act (SSA). When fully implemented, the Student Success Act is expected to invest \$1 billion in Oregon's early learning and K-12 education each year.

At the heart of the SSA is a commitment to improving access and opportunities for students who have been historically and continue to be underserved by the education system. Under the SSA, the Latino/a/x Student Success Plan will address inequities experienced by Latino/a/x students through focused investments and community partnerships.

However, we are at an unprecedented time as communities across the world are dealing with the COVID-19 pandemic. In Oregon, this crisis creates conditions where Latino/a/x families are experiencing disproportionate impacts due to measures taken to limit the spread of COVID-19. The pandemic exacerbates and widens existing inequities faced by Latino/a/x families who are unable to access the resources needed to meet their children's educational, social, emotional, and nutritional needs.

Some of the factors which contribute to this crisis include:

- lack of access to technology, including internet connectivity, for students to connect to their schools, teachers, and peers for distance learning;
- lack of multilingual materials in Spanish and Mesoamerican languages;
- lack of outreach by schools struggling to adopt distance learning for all measures;
- lack of access to resources for families living in rural communities;
- lack of or no access to childcare for families with essential workers;
- lack of mental health resources and supports for children and families;
- higher risk of exposure to COVID-19 among those who cannot work from home;
- family members asked to work more hours due to increase in demand for essential employees;
- border restrictions and continued efforts to dismantle DACA protections; and
- limited or no access to unemployment benefits and other financial assistance for Latino/a/x immigrant communities.

Because of the conditions created by the pandemic, the Oregon Department of Education (ODE) is accelerating its timeline (see below) for the Latino/a/x Student Success Plan. Originally, the legislature approved \$1 million in funding to begin supporting the goals and strategies outlined in the Student Success Act. Given the compounding factors faced by our families, these funds will be used to help

# Interim Latino/a/x Student Success Plan

address some of the urgent educational challenges faced by Oregon’s Latino/a/x students and their families while still maintaining the statutory requirements of the Student Success Act. This plan and its accompanying administrative rules will be in place until the permanent plan is adopted in November 2020.

## Timeline

This table shows the original timeline for developing the Latino/a/x Student Success Plan and the interim plan created to address the impacts COVID-19.

<b>Original Timeline</b> The original plan and timeline for this body of work included.	<b>Revised Timeline</b> This new timeline reflects the process for awarding grants in a shorter time frame, in August 2020, five months ahead of the original timeline.
April-June 2020: Outreach and recruitment for Latino/a/x Student Success Advisory Committee, statewide	May 1 – May 11, 2020: ODE staff will seek community input and feedback (virtually) on the Interim Latino/a/x Student Success Plan and Administrative Rules (OARs)
June-Oct 2020: Draft Oregon Administrative Rules (OARs) to allow the establishment of a grant funding opportunity	May 21, 2020: Interim Plan and OARs for funding approved by the Oregon State Board of Education
June-Oct 2020: Develop the Latino/a/x Student Success Plan in consultation with community statewide	End of May 2020: Request for Applications released
October 2020: Plan and OARs approved by the Oregon State Board of Education	Early June 2020: Webinar for interested and potential applicants
October 2020: Grant application released	Late June 2020: Application closes
January 2021: Grants awarded	Early July 2020: Grant applications reviewed
	Early-mid August 2020: Grants awarded (from the \$1 million allocated to the Latino/x/a Student Success Plan for the 2020-21 fiscal year.)
	Sept 2020 to Nov 2020: ODE staff will seek community input and feedback on the long-term Latino/a/x Student Success Plan and Permanent Administrative Rules (OARs)

# Interim Latino/a/x Student Success Plan

	Nov 2020: Long-term Plan and Permanent Administrative Rules (OARs) approved by the State Board of Education.
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## Latino/a/x Student Success Plan Goals:

Under the Student Success Act (HB 3427), the goals of the Latino/a/x Student Success Plan must address:

1. The disparities experienced by Latino/a/x students in every indicator of academic success, as documented by the department's statewide report card and other relevant reports related to plan students;
2. The historical practices leading to disproportionate outcomes for Latino/a/x students; and
3. The educational needs of Latino/a/x students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.

Under these goals, are a number of strategies to achieve them:

*(a) Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system;*

*(b) Increase parental engagement in the education of plan students;*

*(c) Increase the engagement of plan students in educational activities before and after regular school hours;*

*(d) Increase early childhood education and kindergarten readiness for plan students;*

*(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;*

*(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;*

*(g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;*

*(h) Support the development of culturally responsive curricula from early childhood through post-secondary education;*

# Interim Latino/a/x Student Success Plan

*(i) Increase attendance of plan students in community colleges and professional certification programs; and*

*(j) Increase attendance of plan students in four-year post-secondary institutions of education.*

These goals and strategies will be incorporated into the grant application and funding process. Organizations applying for funds will indicate which of the strategies above as outcomes applicants will work toward. However, we also recognize that because of COVID-19, the way applicants approach the strategies needs to look different. That is why we aligned the goals and strategies of the Interim Latino/a/x Student Success Plan with ODE's Distance Learning for All goals.

## Distance Learning for All Goals:

The Oregon Department of Education established Distance Learning for All to slow the spread of COVID-19 and to create a framework for supporting students and families through remote learning. The four pillars of this framework are:

1. Ensure safety and wellness. Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.
2. Cultivate connection and relationship. Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.
3. Center in equity and efficacy. Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.
4. Innovate. Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.

While these pillars are helping guide educators across the state to connect with their students remotely, we know there exist additional challenges for Latino/a/x families. Some of these are listed at the beginning of this document and include:

- lack of access to technology, including internet connectivity, for students to connect to their schools, teachers, and peers for distance learning;
- lack of multilingual materials in Spanish and Mesoamerican languages;
- lack of outreach by schools struggling to adopt distance learning for all measures;
- lack of access to resources for families living in rural communities;
- lack of or no access to childcare for families with essential workers; and

# Interim Latino/a/x Student Success Plan

- lack of mental health resources and supports for children and families.

This has created conditions where many Latino/a/x students are falling further behind because schools do not have the resources to adequately engage their families. During this pandemic, we have seen many community based organizations work diligently to engage Latino/a/x families to find ways to support their children through Distance Learning for All. By aligning the strategies of the Student Success Act and Distance Learning for All, we can create a framework and funding process by which community based organizations, school districts, and early learning hubs can support Latino/a/x students and families during these challenging times.

**Cultivate connection and relationship. Student connections and relationships with trusted adults promote belonging, which is especially important as learning takes place outside of the school setting.**

Latino/a/x Student Success Plan Strategies (ORS 329.845)

*Increase parental engagement in the education of plan students*

*Increase early childhood education and kindergarten readiness for plan students*

**Ensure safety and wellness. Students need food, clothing, a safe place to learn and shelter, as well as a sense of care and connection, in order to engage in challenging intellectual work.**

Latino/a/x Student Success Plan Strategies (ORS 329.845)

*We know a safe, healthy and sound environment creates the necessary conditions for students to learn. As part of meeting the statutory strategies, applicants may include their own strategies for helping Latino/a/x families meet basic needs including food, clothing, shelter, and behavioral/mental/emotional health as they relate to the statutory strategies.*

*Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system;*

*Increase parental engagement in the education of plan students;*

*Increase the engagement of plan students in educational activities before and after regular school hours;*

*Increase early childhood education and kindergarten readiness for plan students;*

*Improve literacy and numeracy levels among plan students between kindergarten and grade three;*

# Interim Latino/a/x Student Success Plan

<i>Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;</i>
<i>Support culturally responsive pedagogy and practices from early childhood through post-secondary education;</i>
<i>Support the development of culturally responsive curricula from early childhood through post-secondary education;</i>
<i>Increase attendance of plan students in community colleges and professional certification programs; and</i>
<i>Increase attendance of plan students in four-year post-secondary institutions of education.</i>

<b>Innovate. Iterate through complex change with a spirit of possibility, centering in deep learning, student agency, and culturally sustaining practices.</b>
Latino/a/x Student Success Plan Strategies (ORS 329.845)
<i>Support culturally responsive pedagogy and practices from early childhood through post-secondary education</i>
<i>Support the development of culturally responsive curricula from early childhood through post-secondary education</i>
<i>Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system</i>
<i>Increase attendance of plan students in community colleges and professional certification programs</i>

<b>Center in equity and efficacy. Prioritize equity in every decision; build on cultural and linguistic assets to inspire learning and promote student efficacy. Consider how decisions and actions attend to racial equity and social justice (Oregon Educator Equity Lens). Consider the assets of students who experience disability.</b>
Latino/a/x Student Success Plan Strategies (ORS 329.845)
<i>Increase the engagement of plan students in educational activities before and after regular school hours</i>
<i>Improve literacy and numeracy levels among plan students between kindergarten and grade three</i>

# Interim Latino/a/x Student Success Plan

*Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance*

*Increase attendance of plan students in four-year post-secondary institutions of education*

# Interim Latino/a/x Student Success Plan

## Latino/a/x Student Success Advisory Committee

The Latino/a/x Student Success Advisory Committee is composed of community members whose expertise and experiences have been informing the initial phase of the Latino/a/x Student Success. The purpose of the committee is to provide guidance for developing the interim plan and guide the development of the permanent Latino/a/x Student Success Plan.

## Community Engagement and Feedback

Though the timeline for the Interim Latino/a/x Student Success Plan is much earlier than originally planned, we sought feedback from the Latino/a/x community across the state. Some of the groups we engaged include:

- Online survey sent to contacts statewide
- Latinx Virtual Town Hall
- Emerging Bilingual Support Group
- Lane County Latinx Collaborative
- SSA Rules Advisory Committee
- Latino/a/x Executive Advisory Committee
- Met with staff from community based organizations across the state (Medford, Salem, Portland, Ontario, Bend, Hood River, Woodburn, Astoria)



# Interim Latino/a/x Student Success Plan

## Appendix

### STUDENT SUCCESS ACT HB 3427 – LATINX SECTIONS

*SECTION 25. Statewide Education Initiatives Account uses. (1) The Department of Education shall use moneys in the Statewide Education Initiatives Account to provide funding for statewide education initiatives, including:*

*(a) Funding the High School Graduation and College and Career Readiness Act at the levels prescribed by ORS 327.856;*

*(b) Expanding school breakfast and lunch programs;*

*(c) Operating youth reengagement programs or providing youth reengagement services;*

*(d) Establishing and maintaining the Statewide School Safety and Prevention System under section 36 of this 2019 Act;*

*(e) Developing and providing statewide equity initiatives, including the black or African-American education plan developed under ORS 329.841, the American Indian or Alaskan Native education plan developed under section 38 of this 2019 Act, the Latino or Hispanic education plan developed under section 39 of this 2019 Act or any similar education plan identified by the department;*

*(f) Providing summer learning programs at schools that are considered high poverty under Title I of the federal Elementary and Secondary Education Act of 1965;*

*(g) Funding early warning systems to assist students in graduating from high school, as described in section 46 of this 2019 Act;*

*(h) Developing and implementing professional development programs and training programs, including programs that increase educator diversity and retain diverse educators;*

*(i) Planning for increased transparency and accountability in the public education system of this state;*

*(j) Providing additional funding to school districts participating in the intensive program under section 18 of this 2019 Act;*

*(k) Providing technical assistance, including costs incurred for:*

*(A) The coaching program described in section 17 of this 2019 Act; and*

*(B) The intensive program described in section 18 of this 2019 Act, including costs for:*

*(L) Funding education service districts, as described in subsection (2) of this section; and*

# Interim Latino/a/x Student Success Plan

*(m) Funding costs incurred by the department in implementing this section and sections 8 to 19 and 52 of this 2019 Act.*

*(2)(a) The amount of a distribution to an education service district under this section = the education service district's ADMw · (the total amount available for distribution to education service districts in each biennium / the total ADMw of all education service districts that receive a distribution).*

*(b) For purposes of this subsection, ADMw equals the ADMw as calculated under ORS 327.013, except that the additional amount allowed for students who are in poverty families, as determined under ORS 327.013 (1)(c)(A)(v)(I), shall be 0.5.*

*(c) An education service district shall use moneys received under this section as provided by a plan developed by the school districts located within the education service district. A school district that declines to participate in the development of the plan or that has withdrawn from an education service district as provided by ORS 334.015 is not entitled to any moneys distributed to the education service district under this subsection.*

*(d) A plan developed under this subsection must:*

*(A) Align with and support school districts in meeting the performance growth targets of the school districts developing the plan;*

*(B) Include the provision of technical assistance to school districts in developing, implementing and reviewing a plan for receiving a grant from the Student Investment Account;*

*(C) Provide for coordination with the department in administering and providing technical assistance to school districts, including coordinating any coaching programs established under section 17 of this 2019 Act; and*

*(D) Be adopted and amended as provided for local service plans under ORS 334.175 and approved by the department.*

*(e) Each education service district must submit an annual report to the department that:*

*(A) Describes how the education service district spent moneys received under this subsection;*  
*and*

*(B) Includes an evaluation of the education service district's compliance with the plan from the superintendent of each school district that participated in the development of the plan.*

*(3) The State Board of Education shall adopt rules necessary for the distribution of moneys under this section.*

*SECTION 39. (1) As used in this section, "plan student" means a student enrolled in early childhood through post-secondary education who:*

# Interim Latino/a/x Student Success Plan

*(a) Is Latino or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, Central American or Spanish descent; and*

*(b) Has experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.*

*(2)(a) The Department of Education shall develop and implement a statewide education plan for plan students.*

*(b) The department shall form an advisory group consisting of individuals representing:*

*(A) Urban and rural communities;*

*(B) Indigenous and immigrant populations;*

*(C) English language learners;*

*(D) Individuals with disabilities;*

*(E) Parents and students;*

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

*(G) Community-based organizations serving Latino or Hispanic youth and families; and*

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

*(c) The advisory group formed as provided in paragraph (b) of this subsection shall advise the department regarding:*

*(A) Development and implementation of the plan;*

*(B) Eligibility criteria, applicant selection processes and expectations for recipients of grant awards described in this section; and*

*(C) Adoption of rules by the State Board of Education for the implementation of the plan.*

*(3) The plan developed under this section must address:*

*(a) The disparities experienced by plan students in every indicator of academic success, as documented by the department's statewide report card and other relevant reports related to plan students;*

*(b) The historical practices leading to disproportionate outcomes for plan students; and*

# Interim Latino/a/x Student Success Plan

*(c) The educational needs of plan students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.*

*(4) The plan developed and implemented under this section must provide strategies to:*

*(a) Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system;*

*(b) Increase parental engagement in the education of plan students;*

*(c) Increase the engagement of plan students in educational activities before and after regular school hours;*

*(d) Increase early childhood education and kindergarten readiness for plan students;*

*(e) Improve literacy and numeracy levels among plan students between kindergarten and grade three;*

*(f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;*

*(g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;*

*(h) Support the development of culturally responsive curricula from early childhood through post-secondary education;*

*(i) Increase attendance of plan students in community colleges and professional certification programs; and*

*(j) Increase attendance of plan students in four-year post-secondary institutions of education.*

*(5) The department shall submit a biennial report concerning the progress of the plan developed and implemented under this section to a committee of the Legislative Assembly related to education at each even-numbered year regular session of the Legislative Assembly.*

*(6) The department, in consultation with the advisory group, shall award grants to early learning hubs, providers of early learning services, school districts, post-secondary institutions of education and community-based organizations to implement the strategies provided in the plan developed and implemented under this section.*

*(7) To qualify for and receive a grant described in this section, an applicant must identify and demonstrate that the applicant meets the eligibility criteria established by the State Board of Education by rule.*

# Interim Latino/a/x Student Success Plan

*SECTION 40. The Department of Education shall submit a report concerning the development of the statewide education plans under sections 38 and 39 of this 2019 Act to an interim committee of the Legislative Assembly related to education no later than January 1, 2021.*

*SECTION 41. Notwithstanding section 39 of this 2019 Act, the Department of Education may not do any of the following prior to July 1, 2020:*

*(1) Implement the statewide education plans developed under section 39 of this 2019 Act, including awarding any grants to implement the plans; or*

*(2) Make any expenditures from any appropriations made to the department for the implementation of the plans developed under section 39 of this 2019 Act.*