

Student Success Plan Pilot Survey

2024 Survey Report

December 2024



Table of Contents

Introduction	2
Executive Summary	2
Survey Design & Questions	4
Table 1. Student Success Plan Pilot Survey Focus Area by Student Grade	4
Survey Response Analysis	4
Demographic	5
Figure 1. SSP Pilot Survey respondents by grade and SSP Grant	5
Figure 2. SSP Pilot Survey respondents by race/ethnicity and home language	5
Figure 3. SSP Pilot Survey respondents and LGBTQ2SIA+ identification.....	6
Grantee Experience	6
Figure 4. Top services or activities engaged with Grantee	7
Figure 5. Top services or activities engaged with grantee by SSP Grant.....	7
Figure 6. Friends at grantee organization.....	8
Figure 7. Interactions with a trusted adult at grantee organization and at school.....	8
Figure 8. Presence of adults that look like/live like you at grantee organization compared to school.....	9
Figure 9. Positive impact of grantee participation on school experience and family	10
Figure 10. Making connections between what I learn in grantee and what I do in school...	10
Figure 11. “How did you first learn about the grantee?”	11
In Their Own Words: Open Ended Response	11
Acknowledgements.....	13
Appendices	14
Supplemental Table	14
Survey Questions	16

Introduction

The [Office of Equity, Diversity, and Inclusion](#) (OEDI) at the Oregon Department of Education (ODE) partnered with REL Northwest and Marzano Research to design the Student Success Plan (SSP) Pilot Survey during the 2023-24 school year. The aim of the SSP Pilot Survey is to better understand students' experience engaging with projects funded through ODE's Student Success Plans. The survey gathers information from SSP grantee served students in 3rd to 12th grade to help OEDI better understand who is engaging with grant-funded projects, their experience with the programs offered by the grantees, and the impact of the grant project.

This report highlights key findings related to respondent demographics and their experience engaging with three SSP grant funded programs: African American/Black SSP, Latino/a/x & Indigenous¹ SSP (Latino/a/x SSP) and LGBTQ2SIA+² SSP. As an initial pilot survey, these preliminary results provide valuable insights, though they are not representative of all students served by the SSP grants. This information will help shape future survey development for students engaged with ODE's Student Success Plan programs, ensuring a more comprehensive understanding of program outcome and students' experiences.

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

Executive Summary

The Student Success Plan Pilot Survey highlights the diverse group of students served, emphasizing the unique needs of each focal student group and the significant impact each Student Success Plan Grantee has in addressing those needs. Throughout the survey, respondents expressed appreciation for the mentorship, culture, community, safety, and sense of belonging they found at the SSP Grantee organizations. They also emphasized the value of opportunities to socialize with peers, receive academic support, connect their learning at the SSP Grantee Organizations with schoolwork, and develop hands-on job skills as key aspects of their experience with the SSP Grantee organizations.

¹ Indigenous Mexican, Central American, South American, and Caribbean.

² An acronym that encompasses multiple gender identities and sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, Two Spirit, intersex, and asexual. The plus sign ("+") recognizes and includes the myriad ways to describe system-impacted gender identities and sexual orientations.

Student Success Plan Pilot Survey

- The respondents served by the SSP Grantee represented rich linguistic diversity with 30 unique home languages. This included languages such as English, Spanish, Somali, Arabic, Swahili, Russian, Oromo, as well as ASL, PSE, and tactile interpreting.
- Overall, the most frequently engaged service or activity provided by the SSP Grantee were learning about culture, language, and community (25%), followed by academic support (18%) and leadership training (16%; [Figure 4](#)).
- Unique differences in activities also emerged for the different Student Success Plan ([Figure 5](#)):
 - Latino/a/x SSP respondents reported participation in academic support (23%) and cultural learning (21%) at similar rates.
 - Meanwhile, LGBTQ2SIA+ SSP respondents engaged in giving back to their community (24%) as much as cultural learning (29%).
- Respondents from the African American/Black SSP and the LGBTQ2SIA+ SSP reported greater interaction with a trusted adult at the Grantee organization compared to at their school ([Figure 7](#)).
 - This difference was especially notable for LGBTQ2SIA+ SSP respondents, where 75% indicated regular interaction with a trusted adult at the Grantee organization, in contrast to only 30% at their school.
- The majority of African American/Black SSP and LGBTQ2SIA+ SSP respondents reported often seeing adults at the Grantee organization who resembled them or shared similar backgrounds ([Figure 8](#)).
 - Notably, a majority of LGBTQ2SIA+ SSP respondents indicated that there were more adults who looked like/lived like them at the Grantee organization than at their school.
- All respondents emphasized the positive impact of their participation in the Grantee organization on their school experience ([Figure 9](#)).
 - African American/Black SSP respondents additionally reported participation benefits beyond their school experience, positively influencing families, demonstrating a strong community connection between the grantees, the students, and the students' families.
- Eighty-four percent (84%) of SSP Pilot Survey respondents reported successfully connecting their learning at the Grantee Organizations with school activities, aligning with the Student Success Plan Grants' goal of enhancing student outcomes ([Figure 10](#)).

“Aprender y sentirme parte de algo y que pertenezco” - Student Success Plan Participant

(“Learn and feel that I am part of something and that I belong”)

Survey Design & Questions

The SSP Pilot Survey focused on the following areas of content and contained likert scale type responses and open-ended response questions (Table 1 for summary and Appendix A for survey questions). The survey was administered to grantee served students between 3rd and 12th grades and was available in English and Spanish. Students received different sets of survey items depending on the grade that students were in (Table 1). The survey was anonymous and responses to all survey questions were optional with the exception of the student's grade, in order to determine which sets of survey items the student would see. The survey was administered using the Survey Monkey platform between June 2024 to November 2024.

Table 1. Student Success Plan Pilot Survey Focus Area by Student Grade

Survey Content	Grade	Number of Questions
Demographic	All	5
Grantee Experience	All	11
SEED Sense of Belonging	All	4
SEED Extracurricular Engagement	All	5
School Engagement	All	3
Learning Strategy	3rd to 5th	3
Culturally Responsive Pedagogy	3rd to 5th	27
Student Agency	6th to 12th	6
School Engagement	6th to 12th	3
Learning Strategy	6th to 12th	3

Survey Response Analysis

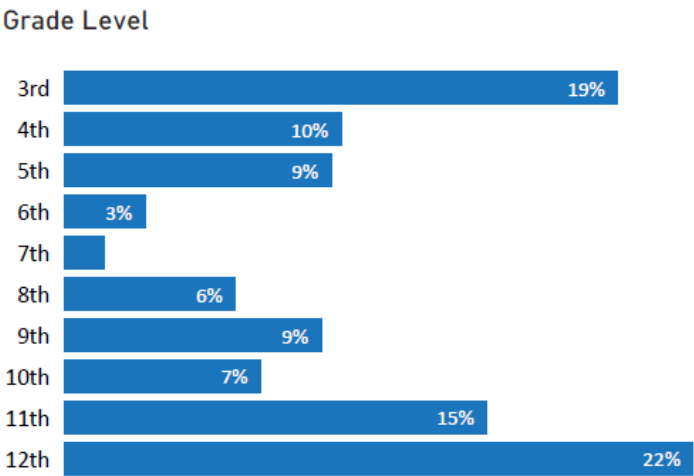
Respondent data was downloaded from the Survey Monkey platform on September 6, 2024 and includes 633 responses, with 525 (83%) respondents consenting to complete the survey. While 525 respondents consented to complete the survey, the number of responses for each question may vary depending on the respondent's grade level (Table 1). Additionally, some respondents may have exited or opted out of the survey at any point while completing the survey.

The current report will focus on respondent demographics and Grantee Experience (see [Appendix A for Survey Questions](#)).

Demographic

Figure 1. SSP Pilot Survey respondents by grade and SSP Grant

The SSP Pilot Survey showed strong engagement from respondents in elementary (3rd to 5th) and upper high school (11th and 12th) grades and a smaller response from middle school grade (6th to 8th; Figure 1). There were 195 respondents for the African American/Black Student Success Plan, 268 respondents for the Latino/a/x Student Success Plan and 54 respondents for the LGBTQ2SIA+ Student Success Plan.



The three most common race and ethnicity reported by the SSP Pilot survey respondents were: Hispanic or Latine/x/a/o, African American or Black, and White. There were 30 unique home languages represented, reflecting broad linguistic diversity amongst students served by the Student Success Grants. English, Spanish, Somali, Arabic, Swahili, Russian, Oromo, French, as well as ASL, PSE, and tactile interpreting, were among the top ten languages represented (Figure 2).

Figure 2. SSP Pilot Survey respondents by race/ethnicity and home language

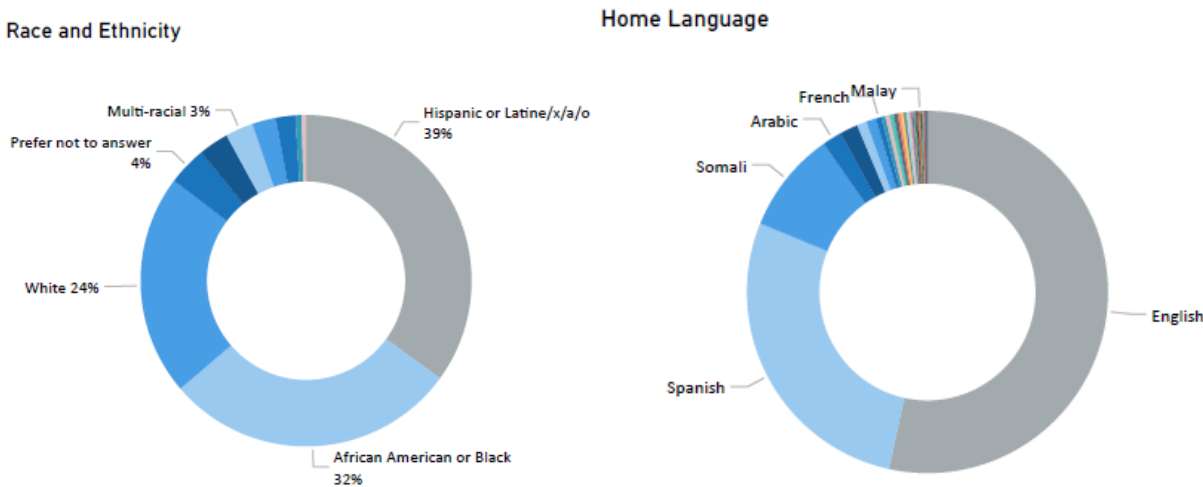


Figure 3. SSP Pilot Survey respondents and LGBTQ2SIA+ identification

To reiterate, all survey questions were optional except for the student's grade, which was needed to direct the respondent to the grade appropriate survey questions.

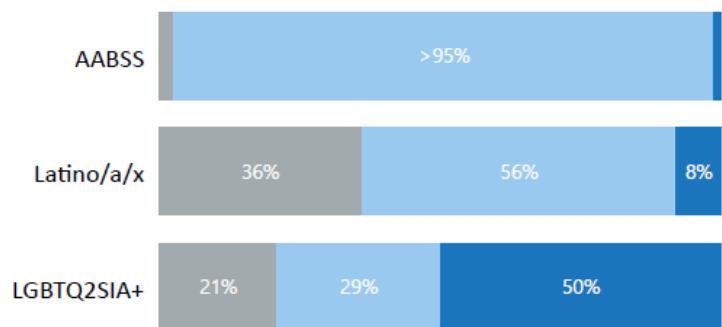
Respondents were invited to share whether they identified as LGBTQ2SIA+. The following prompt and explanation provided in the survey: "Do you identify as LGBTQ2SIA+?"

"LGBTQ2SIA+" means a term that encompasses multiple gender identities and sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, Two Spirit, indigiqueer, intersex, asexual, and aromantic. The plus sign ("+") recognizes and includes the myriad ways to describe marginalized gender identities and sexual orientations."

A larger percentage of respondents identified as LGBTQ2SIA+ in the LGBTQ2SIA+ Student Success Plan while some respondents identified as LGBTQ2SIA+ in the Latino/a/x and AABSS Student Success Plan. There were also a sizable number of respondents who preferred to not answer the question.

Do you identify as LGBTQ2SIA+?

● Prefer not to answer ● No ● Yes



Grantee Experience

Across all SSP Pilot Survey respondents, the most frequently engaged service or activity from the grantee was learning about culture, language, and/or community. This was followed by academic preparation (learning about math, science, reading and/or social studies), and then leadership development within their community (learning how to be a leader in my community; Figure 4).

Figure 4. Top services or activities engaged with Grantee

What are the top services or activities that you have engaged with the grantee?

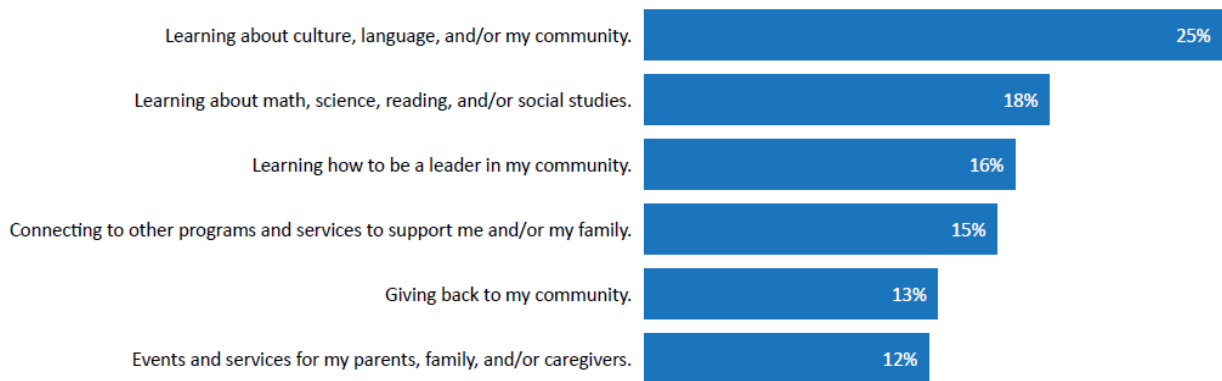
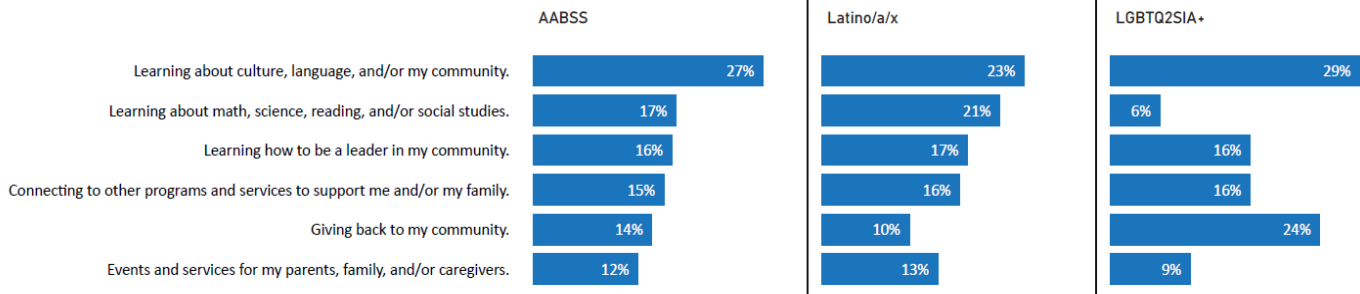


Figure 5. Top services or activities engaged with grantee by SSP Grant

Highlighting the distinct contributions of each Student Success Plan Grantee, all respondents rated “learning about culture, language, and/or my community” as the top service they engaged with through their respective SSP Grantees. Furthermore, for the Latino/a/x SSP respondents, academic support was rated with nearly the same importance as cultural learning. For LGBTQ2SIA+ SSP respondents, giving back to their community was almost equally valued as cultural learning. These results from each SSP Grant underscore the unique needs of each student focal group and the significant impact of each SSP Grantee in addressing those needs.

What are the top services or activities that you have engaged with the grantee?

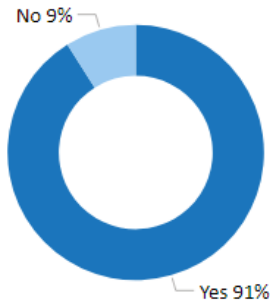


“Que aprendo cosas nuevas y personas que me instruyen y me ayudan a crecer.” -
Student Success Plan Participant

(“That I learn new things and people that teach me and help me to grow”)

Figure 6. Friends at grantee organization

Are there other students you consider friends at Grantee?



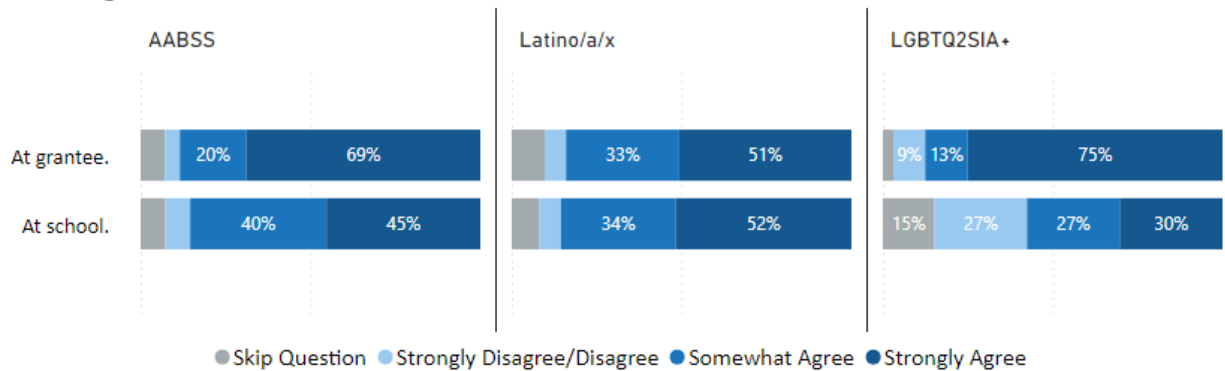
An overwhelming majority of respondents (91%) indicated that they have other students they consider friends at the Grantee organization. This quantitative response is in alignment with the open-ended responses provided by the survey respondents (Section, *In Their Own Words: Open Ended Response*) where peer socialization and connection were amongst the top themes for what respondents most enjoyed about the grantee.

“I enjoy being with friends and getting work done because I feel accomplished.” - Student Success Plan Participant

Figure 7. Interactions with a trusted adult at grantee organization and at school

The SSP Pilot Survey highlighted the positive impact of trusted adult interactions and showcased the distinct contribution of each Student Success Plan Grants in addressing the unique needs of the different student focal groups served by each Student Success Plan. Respondents from the African American and Black SSP and LGBTQ2SIA+ SSP both reported greater interaction with a trusted adult at the grantee organization compared to at their school, with LGBTQ2SIA+ SSP respondents showing a particularly strong difference. Respondents from the Latino/a/x SSP reported a similar level of interaction with trusted adults at both the grantee organization and their school.

I have regular interactions with an adult that I trust:

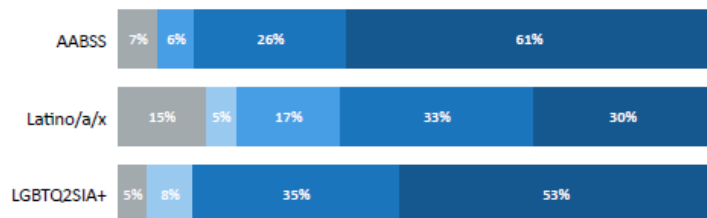


“I have friends here who are like me and adults who can help me with anything hard that happens at school or home. Mentors are like me and friends are like me here and we help each other and learn and support” - Student Success Plan Participant

Figure 8. Presence of adults that look like/live like you at grantee organization compared to school

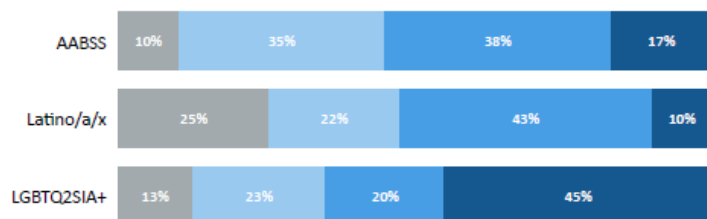
Think about your participation in Grantee. How often do you see adults that look like/live like you?

● Skip Question ● Never ● Rarely ● Sometimes ● Often



Is this more, less, or about the same amount as you see adults that look like/live like you in your school?

● Skip Question ● Less ● About the Same ● More



SSP Pilot Survey respondents from the African American and Black SSP and LGBTQ2SIA+ SSP both overwhelmingly reported often seeing adults that look like and/or lived like them at the grantee organization.

Notably, LGBTQ2SIA+ SSP respondents indicated a strong presence of adults that look like and/or live like them at the grantee organization compared to their school, highlighting the representation from the grantee organizations serving students in the LGBTQ2SIA+ SSP.

Respondents from the Latino/a/x SSP reported a similar level of adults that looked like and/or lived like them at both the grantee organization and their school.

Figure 9. Positive impact of grantee participation on school experience and family

Respondents highlighted the positive impact of participation in the Grantee on their school experience. AAB SSP respondents reported benefits not only on their school experience but also on their families, suggesting a strong community connection between the grantees, the students, and the students' families.

Latino/a/x and LGBTQ2SIA+ SSP respondents focused more on the Grantee's impact on their school experience, pointing to the unique strength and needs that each student success plan grantees address for their specific student group.

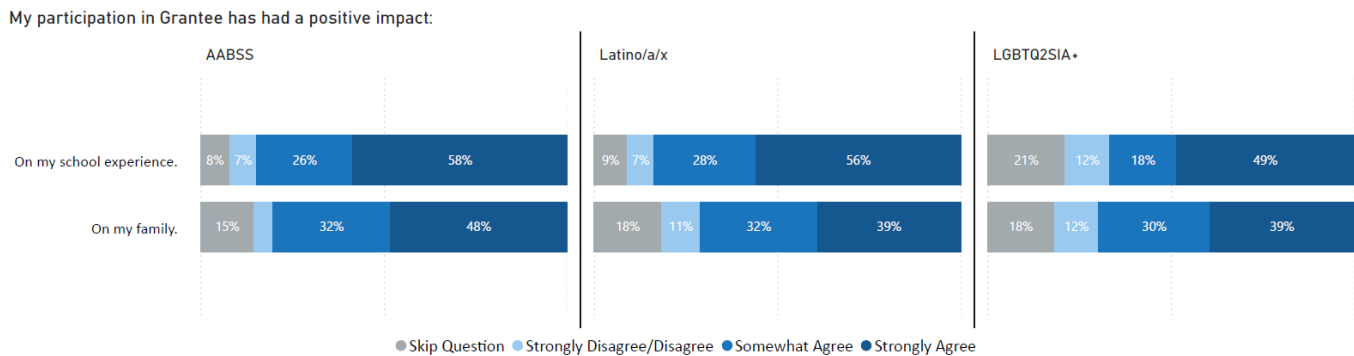
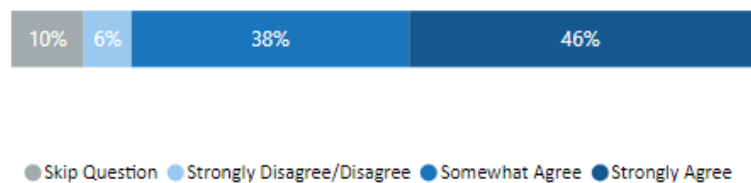


Figure 10. Making connections between what I learn in grantee and what I do in school

The majority of SSP Pilot Survey respondents (84% Somewhat/Strongly Agree) reported successfully connecting their learning in the grantee organization with their school activities. This alignment supports the goals of the Student Success Plan Grants, which aim to enhance student outcomes.

I am able to make connections between what I learn in Grantee and what I do in school.

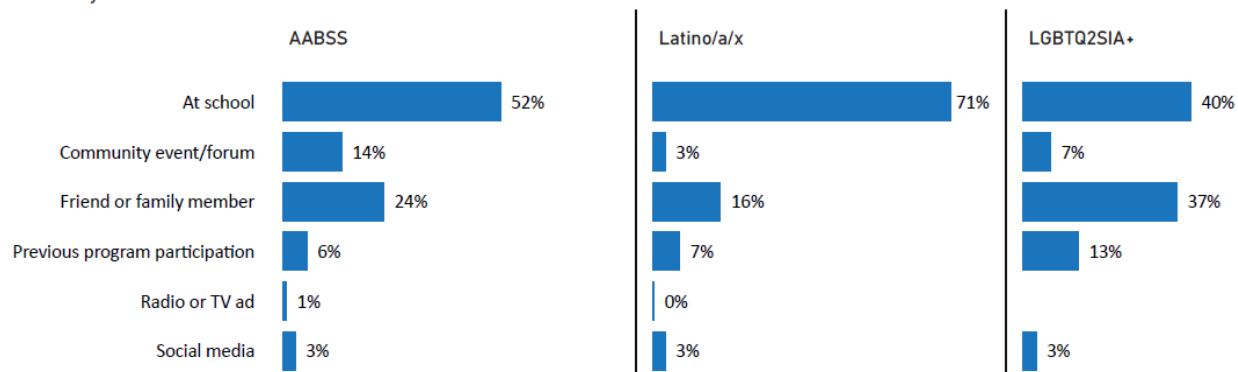


"I have a strong and good community around me, especially involved with school and helping me academically." - Student Success Plan Participant

Figure 11. “How did you first learn about the grantee?”

A majority of the respondents indicated that they first learned about the Grantee Organization at their school followed by words of mouth from a friend or family member. When examining the respondents by student success plans, school and word of mouth were equally informative for LGBTQ2SIA+ SSP respondents at learning about the grantee organization. For Latino/a/x respondents, school was where they mostly learned about the grantee organization. This information can be disseminated by grantees to support future outreach and student recruitment and/or identify potential areas where additional recruitment may be beneficial to reach more students.

How did you first learn about the Grantee?



In Their Own Words: Open Ended Response

Respondents were invited to provide answers to an open-ended question “What do you most enjoy about the Grantee?” Below are some highlighted excerpts from participants, organized into broad themes.

Mentorship, culture, community, belonging, leadership, and safety.

- “Bonding and communicating. Knowing I have a trusted adult that will check in with me once a week.”
- “I enjoy the field trips, after school programs/activities. I also enjoy having a mentor/advisor that seats with us during lunch time and interacts and plays games with us. I also enjoy having a mentor/advisor that helps us when we are in trouble at school.”
- “I have friends here who are like me and adults who can help me with anything hard that happens at school or home. Mentors are like me and friends are like me here and we help each other and learn and support”
- “Helps me become a good leader and learn about our culture”

Academic preparation, support and learning.

- “How it is career focused, And it's not just sitting at a desk listening to information it is actually hands on.”
- “One thing I enjoy at [Grantee Organization] is that we go on field trips and get food. And, they help me get my grade up to an A”
- “The people here and the positive way they have impacted me and getting to do what i would like to do as a career at an early age”
- “My [Mentor at Grantee Organization] helps me with my math homework”
- “Building connections and studying for a field that could be my career”

Socialization and connection with peers.

- “I enjoy the sense of community that [Grantee Organization] gives me. In addition to that, I am thankful for making new friends!”
- “I enjoyed meeting people from other districts and interacting with them.”
- “What I enjoy most about [the Grantee] is being able to connect with students from other schools.”

To learn more about the Student Success Program, please visit The Oregon Department of Education, [Office of Equity, Diversity and Inclusion](#).

Acknowledgements

The Office of Equity, Diversity, and Inclusion at ODE would like to sincerely thank all the students who took the time to complete the SSP Pilot survey and share their valuable insights with us. We also extend our gratitude to the Student Success Plan Grantee Organizations that serve these students by providing a supportive community and programs that foster student learning, belonging and success.

Appendices

Supplemental Table

Table S1. Top services or activities engaged with grantee by SSP Grant

Grantee Services or Activities	African American/ Black SSP	Latino/a/x SSP	LGBTQ2SIA+ SSP
Learning about culture, language, and/or my community.	27%	23%	29%
Learning about math, science, reading, and/or social studies.	17%	21%	6%
Learning how to be a leader in my community.	16%	17%	16%
Connecting to other programs and services to support me and /or my family.	15%	16%	16%
Giving back to my community.	14%	10%	24%
Events and services for my parents, family, and/or caregivers.	12%	13%	9%

Table S2. I have regular interactions with an adult I trust

Student Success Plan	I have regular interactions with an adult that I trust at:	Skip Question	Strongly Disagree/ Disagree	Somewhat Agree	Strongly Agree
AA/B SSP	Grantee organization	7%	4%	20%	69%
	School	7%	7%	40%	45%
Latino/a/x SSP	Grantee organization	10%	6%	33%	51%
	School	8%	6%	34%	52%
LGBTQ2SIA+ SSP	Grantee organization	3%	9%	13%	75%
	School	15%	27%	27%	30%

Table S3. Presence of adults that look like/live like you at grantee organization compared to school

Think about your participation in Grantee. How often do you see adults that look like/live like you?

Student Success Plan	Skip Question	Never	Rarely	Sometimes	Often
African American/Black SSP	7%	--	61%	26%	6%
Latino/a/x SSP	15%	5%	17%	33%	30%
LGBTQ2SIA+ SSP	5%	8%	--	35%	53%

Is this more, less, or about the same amount as you see adults that look like/live like you in your school?

Student Success Plan	Skip Question	Less	About the Same	More
African American/Black SSP	10%	35%	38%	17%
Latino/a/x SSP	25%	22%	43%	10%
LGBTQ2SIA+ SSP	13%	23%	20%	45%

Table S4. Positive impact of participation in grantee program

Student Success Plan	My participation in Grantee has had a positive impact:	Skip Question	Strongly Disagree/ Disagree	Somewhat Agree	Strongly Agree
AA/B SSP	On my school experience	8%	7%	26%	58%
	On my family	15%	5%	32%	48%
Latino/a/x SSP	On my school experience	9%	7%	28%	56%
	On my family	18%	11%	32%	39%
LGBTQ2SIA+ SSP	On my school experience	21%	12%	18%	49%
	On my family	18%	12%	30%	39%

Survey Questions

Demographic

1. What grade are you in?
2. What school do you currently attend?
3. Which below best describes your race/ethnicity? You can choose more than one.
 - a. African American or Black
 - b. American Indian or Alaska Native or Indigenous
 - c. Asian or Asian American
 - d. Hispanic or Latine/x/a/o
 - e. Native Hawaiian or Pacific Islander
 - f. Middle Eastern
 - g. North African
 - h. White
 - i. South Asian
 - j. Multi-racial
 - k. I want to self-describe my identities
 - l. Prefer not to answer
4. Do you identify as LGBTQ2SIA+?

LGBTQ2SIA+” means a term that encompasses multiple gender identities and sexual orientations including lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, questioning, Two Spirit, indigiqueer, intersex, asexual, and aromantic. The plus sign (“+”) recognizes and includes the myriad ways to describe marginalized gender identities and sexual orientations.

 - a. Yes
 - b. No
 - c. Prefer not to answer
5. What language or languages do you use at home? You can choose more than one.
 - a. English
 - b. Spanish
 - c. American Indian/Alaska Native tribal language
 - d. Cantonese
 - e. Mandarin
 - f. Vietnamese
 - g. Hawaiian
 - h. Samoan
 - i. Somali
 - j. Russian
 - k. ASL, PSE, tactile interpreting, etc.
 - l. Another language

Grantee Experience

Student Success Plan Pilot Survey

1. What are the top 3 services or activities that you have engaged with [Grantee Organization]?
 1. Learning about culture, language, and/or my community.
 2. Learning about math, science, reading, and/or social studies.
 3. Learning how to be a leader in my community.
 4. Giving back to my community.
 5. Connecting to other programs and services to support me and/or my family.
 6. Events and services for my parents, family, and/or caregivers.
2. Think about your participation in [Grantee Organization].
 1. How often do you see adults that look like/live like you? Likert (Never → Often)
 1. Never
 2. Rarely
 3. Sometimes
 4. Often
 2. Is this more, less, or about the same amount as you see adults that look like/live like you in your school? (Multiple choice: More/Less/About the Same)
 1. More
 2. About the Same
 3. Less
 4. Skip Question
3. My participation in [Grantee Organization] has had a positive impact on my school experience. (Likert Strongly Agree → Strongly Disagree)
 1. Strongly Disagree
 2. Disagree
 3. Somewhat Agree
 4. Strongly Agree
 5. Skip Question
4. I am able to make connections between what I learn in [Grantee Organization] and what I do in school. (Likert Strongly Agree → Strongly Disagree)
 1. Strongly Disagree
 2. Disagree
 3. Somewhat Agree
 4. Strongly Agree
 5. Skip Question
5. I have regular interactions [contact] with an adult that I trust at [Grantee Organization].
At School.
 1. Strongly Disagree
 2. Disagree
 3. Somewhat Agree
 4. Strongly Agree
 5. Skip Question
6. How did you first learn about [Grantee Organization]?
 1. At school
 2. Community event/forum

Student Success Plan Pilot Survey

3. Social media
4. Radio or TV ad
5. Friend or family member
6. Previous program participation
7. Other (please specify)
7. Are there other students you consider friends at [Grantee Organization]?
 1. Yes
 2. No
8. What do you most enjoy about [Grantee Organization]? (Open ended response)

Race/Ethnicity Expanded

1. Are you... You can choose more than one African American or Black identity:
 - a. African American
 - b. Afro-Caribbean
 - c. Afro-Latine/x/a/o
 - d. Black
 - e. Ethiopian
 - f. Haitian
 - g. Jamaican
 - h. Kenyan
 - i. Nigerian
 - j. Somali
 - k. South African
 - l. Something else fits better
2. Are you... You can choose more than one American Indian or Alaska Native or Indigenous identity:
 - a. American Indian
 - b. Alaska Native
 - c. Canadian Inuit, Metis, or First Nation
 - d. Indigenous Mexican, Central American, or South American
 - e. Mesoamerican
 - f. Something else fits better
3. Are you... You can choose more than one Asian or Asian American identity:
 - a. Asian Indian
 - b. Cambodian
 - c. Chinese
 - d. Communities of Myanmar
 - e. Filipino/a/x
 - f. Hmong
 - g. Japanese
 - h. Korean
 - i. Laotian
 - j. South Asian
 - k. Vietnamese

Student Success Plan Pilot Survey

- l. Something else fits better
 - 4. Are you... You can choose more than one Hispanic or Latine/x/a/o identity:
 - a. Argentinian
 - b. Bolivian
 - c. Brazilian
 - d. Chicane/x/a/o
 - e. Chilean
 - f. Columbian
 - g. Costa Rican
 - h. Cuban
 - i. Dominican
 - j. Ecuadoran
 - k. Guatemalan
 - l. Honduran
 - m. Mexican
 - n. Mexican American
 - o. Nicaraguan
 - p. Panamanian
 - q. Paraguayan
 - r. Peruvian
 - s. Puerto Rican
 - t. Salvadoran
 - u. Uruguayan
 - v. Venezuelan
 - w. Something else fits better
 - 5. Are you... You can choose more than one Native Hawaiian or Pacific Islander identity:
 - a. CHamoru
 - b. Chuukese
 - c. Communities of the Micronesia Region
 - d. Fijian
 - e. Guamanian
 - f. Kosraean
 - g. Māori
 - h. Marshallese
 - i. Native Hawaiian/Kanaka Maoli
 - j. Palauan
 - k. Pingelapese
 - l. Refaluwasch
 - m. Saipanese
 - n. Samoan
 - o. Tahitian
 - p. Tongan
 - q. Yapese
 - r. Something else fits better

Student Success Plan Pilot Survey

6. Are you... You can choose more than one White identity:

- a. Bosnian
- b. Croatian
- c. English
- d. French
- e. German
- f. Greek
- g. Hungarian
- h. Irish
- i. Italian
- j. Norwegian
- k. Polish
- l. Romanian
- m. Russian
- n. Scottish
- o. Serbian
- p. Spaniard/Spanish
- q. Swedish
- r. Ukrainian
- s. Something else fits better

7. Are you... You can choose more than one South Asian identity:

- a. Bangladeshi
- b. Bhutanese
- c. Indian
- d. Maldivian
- e. Nepalese
- f. Pakistani
- g. Sinhalese
- h. Something else fits better