

ATTACHMENT C

Latino/a/x and Indigenous Student Success Plan Request for Application (RFA) 2022-2023 Grant Cycle

Applicant Information

Lead Applicant/Organization Name:	
Applicant Mailing Address:	
Applicant Website:	
Organization Type (choose one): <ul style="list-style-type: none"> • Community-Based Organization • School / School District • Early Learning Hub • Early Learning Provider • Educational Service District • Post-secondary Institution of Education • Tribe or Tribal Government • Other 	

Authorized Contact Information

Name:	
Preferred Pronouns:	
Email:	
Phone Number:	
Address if different from above:	

Authorized Fiscal Contact (if different)

Name:	
Preferred Pronouns:	
Email:	
Phone Number:	
Address if different from above:	

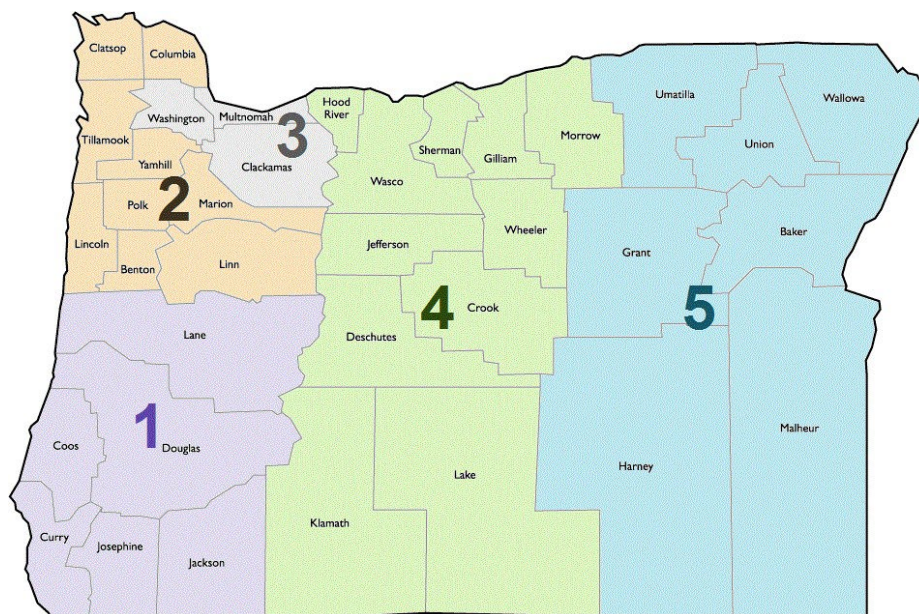
Regional Focus

Agency intends to award up to four (4) grants for each region based on the highest scoring Applications for that particular region. If an Applicant applies to provide services in different regions, the Applicant’s Application will be scored for each region separately based on the Applicant’s demonstrated suitability for each region.

If Agency does not receive four Applications for a particular region or regions, Agency may award additional Grants for other regions based on. Agency reserves the right to award fewer than four (4) grants for a region if Agency determines that one or more Applicants fail to demonstrate suitability for that region.

The regions are identified in the following map as Southwest (1), Northwest (2), Metro (3), Central (4) and East (5). **Applicants must specify the region(s) in which they are applying to deliver services.** Failure to specify a region for service may result in an Applicant’s disqualification.

Region served by the Project:	
Districts and/or schools served:	



- 1. Southwest:** Coos, Curry, Douglas, Jackson, Josephine, and Lane counties.
- 2. Northwest:** Benton, Clatsop, Columbia, Lincoln, Linn, Marion, Polk, Tillamook and Yamhill counties.
- 3. Metro:** Clackamas, Multnomah and Washington counties
- 4. Central:** Crook, Deschutes, Gilliam, Hood River, Jefferson, Klamath, Lake, Morrow, Sherman, Wasco and Wheeler counties.
- 5. East:** Baker, Grant, Harney, Malheur, Umatilla, Union and Wallowa counties.

Applicant and Community Overview

Describe your organization or agency’s mission, goals, and history for providing services and/or engaging with your local Latino/a/x and Indigenous* communities. You may include examples of successful efforts to improve conditions for Latino/a/x and Indigenous* communities. Describe any specific efforts related to Latino/a/x and Indigenous* Student success or family and community leadership and advocacy.

If you are a school district or educational service district, let us know about your district's prior Latino/a/x and Indigenous* efforts at the school and/or district level.

Possible score: 10 points - Please see Section 3.4 of RFA for evaluation criteria & rubric.

Limit: 500 words

Will your project be led by a culturally-specific organization?

***Culturally Specific Organization** means an organization that serves a particular cultural community and is primarily staffed and led by members of that community; these organizations demonstrate: intimate knowledge of lived experience of the community, including but not limited to the impact of structural and individual racism or discrimination on the community; knowledge of specific disparities, barriers or challenges documented in the community and how that influences the structure of their program or service; commitment to the community’s strength-based and self-driven thriving and resilience; ability to describe and adapt their services to the community’s cultural practices, health and safety beliefs/practices, positive cultural identity/pride, religious beliefs, etc.*

Yes or No:	
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Community Voice

Describe how your Project will involve the affected community in the design, implementation, and strategic direction of your Project. Include a description of how community members who reflect the communities served will be involved throughout the Project in decision-making roles. In your response, you should consider the following:

- Are there any elements of your community where you need to do additional relationship building?
- How will you recruit community members to help lead the Project?
- How will you maintain communication with your community to update them on the Project's progress?
- What communication and/or participation barriers will you address to ensure full engagement (technology, language, childcare, stipends, etc.)?

Possible score: 15 points - Please see Section 3.4 of RFA for evaluation criteria & rubric.

Limit: 500 words

Partnerships

If your organization is partnering with another organization or agency, for this Project describe the Partnership. If your organization chose not to partner, please describe why. Consider the following in your responses:

- Why are they are right partner organization(s) for this Project?
- What is the unique strength each partner will contribute to the Project?
- What structures are in place to ensure accountability among the Project partners?
- Is there a Memorandum of Understanding (MOU) in place for this project?
- You may submit letters of support from your Project partners.
- Again, if you chose not to partner with another organization or agency, share why?

Possible score: 10 points - Please see Section 3.4 of RFA for evaluation criteria & rubric.

Limit: 300 words

Project Description - Overview

Provide an overview of the Project. Be sure to indicate which of the **Latino/a/x and Indigenous* Student Success Plan objectives** this Project will focus on (objectives are included starting on page 12 of this Application). You will have the opportunity to provide additional details about your project on the next page. Describe how you will ensure your Project centers equity and addressing disproportionate educational outcomes in its approach.

Possible score: 25 points - Please see Section 3.4 of RFA for evaluation criteria & rubric.

Limit: 500 words

Project Description – Activites

A major focus of this Plan is creating conditions for long-term systemic change. The educational opportunity gap between white students and students of color exists because of years of racism and policy decisions built into our educational system. Systemic problems require systemic solutions. This means examining, fixing, and if needed, dismantling policies which contribute to educational disparities. Objectives in this Success Plan will use a three-part approach using the following three (3) categories:

- **People** - Includes programs and services that benefit individuals or groups of people. Usually involves providing a service or benefit on a one-time or on-going basis.
- **Practice** - Involves educator training and professional development to address cultural understanding. Evolving practices can lead to new policies, pedagogical practices, and new ways of engaging students and families with a focus on disrupting inequity and racism.
- **Policy** - Involves re-examining, updating, and/or dismantling policies and institutional practices which advertently or inadvertently create disparities for students and families. Policy and systems change has the potential to be far more impactful than simply providing programs. Policy solutions can impact the entire system whether the system is a school or an entire district. The focus is on fixing the system, not the student.

In this section, describe which of the Success Plan objectives your project will work towards. Using the **People/Practice/Policy** approach, complete the activities table(s) below for each objective. Include a timeline of the Project for a 1-year period (Project dates are July 1, 2022 to June 30, 2023). Describe how your project will measure and assess outcomes for your chosen actions.

Consider the following:

- **People** – What are the specific activities that will directly engage students, families, and/or community members?
- **Practice** – What are cultural norms, educator professional development, or teaching/pedagogical practices you seek to change and how? How will you identify and assess those practices?
- **Policy** – What are current policy and systemic barriers which you seek to change and how? Describe potential policy and system changes even if they may not occur during the 2-year time period of the grant. How will you ensure community informs and shapes future policy recommendations?

Success Plan Objective #1:			
	Actions	Timeline	Outcomes
People:			
Practice:			
Policy:			

Success Plan Objective #2:			
	Actions	Timeline	Outcomes
People:			
Practice:			
Policy:			

Success Plan Objective #3:			
	Actions	Timeline	Outcomes
People:			
Practice:			
Policy:			

Progress Measures and Evaluation

Describe how your organization will measure and report towards identified Project goals. What tools and methods will you use to track progress and outcomes? How will you use feedback in real-time to inform the Project goals? How will you communicate the Project's progress to the community?

Possible score: 10 points - Please see Section 3.4 of RFA for evaluation criteria & rubric.

Limit: 500 words

Project Roles

Briefly describe key staff and/or volunteers involved with this Project. Which existing roles will support the Project? Which roles and positions will be created with Grant Funds?

Possible score: 5 points - Please see Section 3.4 of RFA for evaluation criteria & rubric.

Limit: 300 words

Alignment

Describe other Student Success Act-funded initiatives in your community. How will the goals of this Project align with and support or be supported by other SSA-funded initiatives?

No points awarded for this section.

Limit: 200 words

GOAL 1	Student Success
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All Latino/a/x and Indigenous students enrolled in K-12 public schools have the opportunity for an educational experience centered in excellence, academic rigor, and culturally responsive approaches. The approaches and objectives will focus on building family and community partnerships with the goal of identifying and developing systemic practices and policy recommendations to eliminate the educational opportunity gap.*

OBJECTIVE: Improve literacy and numeracy levels among plan students between kindergarten and grade three.

Why it matters: Educational disparities exist for Latino/a/x and Indigenous* students. The following table highlights differences in 4th and 8th grade reading and math assessments:

4th grade reading		8th grade reading	
Latino/a/x	All	Latino/a/x	All
14% proficient	25% proficient	19% proficient	29% proficient
4th grade math		8th grade math	
Latino/a/x	All	Latino/a/x	All
16% proficient	29% proficient	11% proficient	22% proficient

Developing strong reading and math skills between kindergarten to 3rd grade years is critical for creating a strong educational foundation for success in the later grades. We must invest in strategies to ensure Latino/a/x and Indigenous* students are performing equally by the time they reach the 4th grade.

Actions	2-year outcomes
Identify, develop, and implement targeted, culturally-specific efforts to improve reading and math scores for Latino/a/x and Indigenous* students by fourth grade. <i>(People)</i> Develop engagement opportunities with Latino/a/x and Indigenous* families to identify culturally-relevant practices related to math and reading engagement. <i>(People)</i>	Recommendations for new classroom practices to improve reading scores for Latino/a/x and Indigenous* students. Recommendations for new classroom practices to improve math scores for Latino/a/x and Indigenous* students. Recommendations for new family engagement efforts related to reading and math.
Identify and develop educator professional development focused on culturally responsive teaching in reading and math. <i>(Practice)</i> Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i>	New partnerships established between culturally-specific organizations and schools focused on improving reading and math scores.

<p>Identify practice and policy changes needed improve educational outcomes for Latino/a/x and Indigenous* students. <i>(Policy)</i></p> <p>Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students' math and reading scores. <i>(Policy)</i></p>	<p>New educator professional development practices centered in anti-racism and culturally responsive teaching.</p> <p>New guidance for family engagement developed.</p> <p>Recommendations for developing new accountability and progress measures.</p>
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<p>OBJECTIVE: Support culturally responsive pedagogy and practices from early childhood through post-secondary education.</p>	
<p>Why it matters: Culturally responsive approaches to teaching are important to Latino/a/x and Indigenous* student success as they adapt the classroom learning and teaching methods to the students and their families in ways which respect and acknowledge their culture, language, and history.</p>	
<p>Actions</p>	<p>2-year outcomes</p>
<p>Identify and develop culturally responsive, educator professional development classroom practices. <i>(Practice)</i></p> <p>Support development of new and emerging culturally responsive pedagogy practices <i>(Practice)</i></p> <p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i></p>	<p>Recommendations for new, culturally-responsive pedagogy and practices centered in anti-racism and culturally responsive approaches.</p> <p>Recommendations for developing new accountability and progress measures.</p> <p>Establishment of new partnerships with culturally-specific organizations to implement culturally responsive pedagogy and practices.</p>
<p>Identify practice and policy changes to support culturally responsive pedagogy. <i>(Policy)</i></p> <p>Identify and develop on-going partnerships between schools and culturally-specific organizations to implement culturally responsive practices <i>(Policy)</i></p> <p>Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students. <i>(Policy)</i></p>	

<p>OBJECTIVE: Support the development of culturally responsive curricula from early childhood through post-secondary education</p>	
<p>Why it matters: Culturally responsive content in the classroom focuses on students’ culture, history, and language has been shown to positively impact student engagement. This content will equip students with a robust historical narrative that centers on the histories, contributions, and perspectives of historically, traditionally and/or currently marginalized communities and individuals. This objective is part of a larger effort to increase and broaden Ethnic Studies across Oregon.</p>	
Actions	2-year outcomes
<p>Develop engagement opportunities with Latino/a/x and Indigenous* community to identify culturally responsive content. <i>(People)</i></p> <p>Identify and develop curricula, content, and instructional materials focused on Latino/a/x and Indigenous* culture, history, and language across all grades. <i>(People)</i></p>	<p>Recommendations for culturally responsive curricula for Latino/a/x and Indigenous* students.</p> <p>Recommendations for developing new accountability and progress measures.</p> <p>Recommendations for practice and policy alignment with Ethnic Studies (HB 2845/HB 2023)</p>
<p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i></p>	<p>New partnerships established with culturally-specific organizations around culturally responsive curriculum engagement.</p>
<p>Identify and develop school and district policies and investments needed to support culturally specific curricula for Latino/a/x and Indigenous* students. <i>(Policy)</i></p> <p>Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students. <i>(Policy)</i></p>	<p>Recommendations for fiscal investments needed to support culturally responsive curriculum.</p>

OBJECTIVE: Support Latino/a/x and Indigenous* students as they transition to and through middle school grades and as they transition to and through high school grades to maintain and improve academic performance.

Why it matters: A successful transition to middle school is critical for creating a strong foundation for success in high school. Transition supports which are culturally responsive can reduce student dropout rates. Currently, Latino/a/x males are 63% more likely to dropout than white males while Latino/a/x females are 34% more likely to dropout than white females. We must invest in efforts to ensure Latino/a/x and Indigenous* students and are prepared for graduation and beyond. Schools should invest in efforts to support students in their educational journey.

Actions	2-year outcomes
<p>Identify and develop new programmatic efforts and staff supports to ensure successful transitions for Latino/a/x and Indigenous* students entering middle school and high school. <i>(People)</i></p> <p>Develop engagement opportunities with Latino/a/x and Indigenous* families to support successful student transitions. <i>(People)</i></p>	<p>Establishment of new family engagement efforts related to successful transitions.</p> <p>Establishment of new partnerships with culturally-specific organizations related to successful transitions.</p> <p>Recommendations for developing new accountability and progress measures.</p>
<p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i></p>	<p>Recommendations on staffing indeed to support successful students transitions.</p>
<p>Identify school and district investments needed to support Latino/a/x and Indigenous* student transitions. <i>(Policy)</i></p> <p>Identify and develop on-going partnerships between schools and culturally-specific organizations to support student transitions. <i>(Policy)</i></p> <p>Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students. <i>(Policy)</i></p>	

OBJECTIVE: Address the disproportionate rate of disciplinary incidents involving Latino/a/x and Indigenous* students compared to all students in the education system.

Why it matters: Students of color are more adversely impacted by school discipline which feeds the school-to-prison pipeline. Latino/a/x students are 22% more likely than white students to have one or more discipline incidents in a school year.

Student Group	Percent with One or More Discipline Incidents in 2019-20
Total	4.9%
Hispanic/Latino/a/x	5.5%
Multi-Racial	5.4%
White	4.5%

Efforts to reduce disproportionate discipline affecting students of color can lead to social, emotional, and academic improvements for students of color.

Actions	2-year outcomes
<p>Develop engagement opportunities with Latino/a/x and Indigenous* students and community to identify new practices related to behavioral health. (<i>People</i>)</p> <p>Identify, develop, and implement new behavioral health resources for Latino/a/x and Indigenous* students. (<i>People</i>)</p>	<p>Recommendations for improving disciplinary policies and practices.</p> <p>Recommendations for increasing behavioral health resources.</p> <p>New educator professional development practices identified.</p> <p>Establishment of new family engagement efforts related to behavioral health.</p>
<p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (<i>Practice</i>)</p>	<p>Recommendations for anti-racism policies and practices.</p>
<p>Develop community engagement opportunities to review school and district policies related to behavioral health and discipline. (<i>Policy</i>)</p>	

OBJECTIVE: Increase the engagement of plan students in educational activities before and after regular school hours

Why it matters: Engagement in before and after school activities provides students with academically enriching activities to promote their social and emotional development. Barriers such as poverty and lack of access impact students' ability to participate. Efforts should seek to address these barriers by examining root causes.

Actions	2-year outcomes
<p>Identify and develop culturally responsive before and after school programs for Latino/a/x and Indigenous* students. (<i>People</i>)</p> <p>Identify and develop partnerships with culturally-specific organizations to develop before and after school activities. (<i>People</i>)</p>	<p>Recommendations for improving before and after school participation for Latino/a/x and Indigenous* students.</p> <p>Recommendations for culturally responsive before and after school activities.</p> <p>New anti-racism policies and practices established.</p>
<p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (<i>Practice</i>)</p>	<p>New partnerships established with culturally-specific organizations to provide before and after school activities.</p> <p>Establishment of new family engagement efforts related to before and after school activities.</p>
<p>Identify barriers to Latino/a/x & Indigenous* student participation in before and after school activities. (<i>Policy</i>)</p> <p>Develop community engagement opportunities to review school and district policies related to before and after school activities. (<i>Policy</i>)</p>	

GOAL 2	Early Learning Readiness
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A strong educational foundation begins before kindergarten and all Latino/a/x and Indigenous students should have the opportunity for a high quality early educational experience. The approaches and objectives will focus on building family and community partnerships with the goal of identifying and developing systemic practices and policies and policy recommendations to improve kindergarten readiness for Latino/a/x and Indigenous* students.*

OBJECTIVE: Increase early childhood education and kindergarten readiness for Latino/a/x and Indigenous* students.

Why it matters: Children thrive when they are healthy, confident, and filled with wonder. They learn and grow in home and care environments that support their physical health and social-emotional development, and have access to learning opportunities and experiences that promote school and life readiness. *(Oregon Early Learning Division)*

Actions	2-year outcomes
<p>Identify and develop culturally responsive, early learning efforts for Latino/a/x and Indigenous* children. <i>(People)</i></p> <p>Identify and develop partnerships with culturally-specific organizations to develop before and after school activities. <i>(People)</i></p> <p>Identify and develop engagement opportunities with Latino/a/x and Indigenous* families for kindergarten readiness. <i>(People)</i></p>	<p>Recommendations for new culturally responsive, early learning practices to improve kindergarten readiness for Latino/a/x and Indigenous* students.</p> <p>Recommendations for new family engagement efforts related to kindergarten readiness.</p> <p>New partnerships established between culturally-specific organizations and schools focused on kindergarten readiness.</p> <p>New guidance for family engagement developed.</p>
<p>Identify and develop culturally relevant, educator professional development practices for kindergarten readiness. <i>(Practice)</i></p> <p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i></p>	<p>Recommendations for developing new accountability and progress measures.</p>
<p>Identify and develop on-going partnerships between schools and culturally-specific organizations to support culturally responsive early learning practices. <i>(Policy)</i></p> <p>Identify and develop new accountability and progress measures for Latino/a/x and Indigenous* students. <i>(Policy)</i></p>	

GOAL 3	Family and Community Leadership
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Strong family and community engagement is critical for student success. Policy solutions must be developed in partnership with those closest to the problem, families most impacted by oppression. Leadership structures must also be inclusive and accessible to Latino/a/x and Indigenous families and community members. The approaches and objectives will focus on building family and community leadership engagement with the goal of developing decision-making structures towards policy change.*

OBJECTIVE: Increase parent, family, guardian, and community engagement in the education of Latino/a/x and Indigenous* students.

Why it matters: When making decisions which impact school and district policies and investments, it is essential to engage and partner with families and communities. Only through partnerships built on trust will schools and communities develop solutions which reflect their communities needs.

Actions	2-year outcomes
<p>Identify and develop Latino/a/x and Indigenous* leadership development efforts for families and community members. <i>(People)</i></p> <p>Identify and develop partnerships with culturally-specific organizations for leadership development. <i>(People)</i></p>	<p>Establishment of new Latino/a/x and Indigenous* community leadership development.</p> <p>New partnerships established between culturally-specific organizations and schools focused on kindergarten readiness.</p> <p>New guidance for community leadership to impact school and district policy and decision-making.</p>
<p>Identify and develop district practices to build and sustain Latino/a/x and Indigenous* community leadership and decision-making. <i>(Practice)</i></p> <p>Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i></p>	
<p>Identify and develop on-going partnerships between schools and culturally-specific organizations to support family and community leadership in policy and decision-making. <i>(Policy)</i></p> <p>Identify and develop opportunities for Latino/a/x and Indigenous* community leadership structure for policy and decision-making. <i>(Policy)</i></p>	

GOAL 4	Strengthening Pathways to Higher Education
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Currently in Oregon, Latino/a/x and Indigenous students represent approximately 24 percent of the total K-12 student population, however, they only represent about 14 percent of students in higher education. By 2025, Oregon wants to see 40 percent of young adult Oregonians with a four-year degree or more, and 40 percent will complete a two-year degree or short-term career certificate. This means we need focused investments and efforts in Oregon’s K-12 schools to ensure Latino/a/x and Indigenous* students can pursue a higher education. The approaches and objectives will focus on building family and community partnerships with the goal of identifying and developing systemic practices and policy recommendations to increase Latino/a/x and Indigenous* college student enrollment.*

OBJECTIVE: Increase attendance of Latino/a/x and Indigenous* students in community colleges and professional certification programs.	
Why it matters: Oregon’s community colleges currently serve over a quarter-million students with approximately 14 percent who are Latino/a/x and Indigenous*. They offer students an accessible and affordable path to higher education either as an entry point towards a four-year degree or a career path.	
Actions	2-year outcomes
Identify and develop new culturally responsive efforts to increase Latino/a/x & Indigenous* student college enrollment. <i>(People)</i>	New partnerships established with culturally-specific organizations focused on college readiness.
Identify and develop engagement opportunities with Latino/a/x and Indigenous* families for college readiness. <i>(People)</i>	Establishment of new culturally responsive efforts to improve Latino/a/x and Indigenous* college enrollment.
Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. <i>(Practice)</i>	Establishment of new family engagement efforts related to college readiness. New anti-racism policies and practices established.
Identify and develop partnerships between schools, districts, and community colleges to increase Latino/a/x and Indigenous* student enrollment. <i>(Policy)</i>	Recommendations for developing new accountability and progress measures related to Latino/a/x and Indigenous* college enrollment.
Identify and develop partnerships with culturally-specific organizations for Latino/a/x and Indigenous* college readiness. <i>(People)</i>	Recommendations for policy solutions and investments to increase Latino/a/x and Indigenous* college enrollment.
Identify policy solutions and investments needed to increase Latino/a/x and Indigenous* student college enrollment. <i>(Policy)</i>	

STRATEGY: Increase attendance of Latino/a/x and Indigenous* students in four-year post-secondary institutions of education.	
Why it matters: Oregon's four-year colleges and universities currently serve approximately 126,000 students with approximately 14 percent who are Latino/a/x and Indigenous*. A four-year degree allows students to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty. (Oregon Higher Education Coordinating Commission)	
Actions	2-year outcomes
Identify and develop new culturally responsive efforts to increase Latino/a/x & Indigenous* student college enrollment. (<i>People</i>)	New partnerships established with culturally-specific organizations focused on college readiness.
Identify and develop engagement opportunities with Latino/a/x and Indigenous* families for college readiness. (<i>People</i>)	Establishment of new culturally responsive efforts to improve Latino/a/x and Indigenous* college enrollment.
Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (<i>Practice</i>)	Establishment of new family engagement efforts related to college readiness. New anti-racism policies and practices established.
Identify and develop partnerships between schools, districts, and 4-year colleges and universities to increase Latino/a/x and Indigenous* student enrollment. (<i>Policy</i>)	Recommendations for developing new accountability and progress measures related to Latino/a/x and Indigenous* college enrollment.
Identify and develop partnerships with culturally-specific organizations for Latino/a/x and Indigenous* college readiness. (<i>Policy</i>)	Recommendations for policy solutions and investments to increase Latino/a/x and Indigenous* college enrollment.
Identify policy solutions and investments needed to increase Latino/a/x and Indigenous* student college enrollment. (<i>Policy</i>)	