



# Latino/a/x & Indigenous Student Success Plan

## 2026 Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and  
Inclusion Initiatives

February 2026



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

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## Executive Summary

*“Aprender y sentirme parte de algo y que pertenezco”*  
*“To learn and feel that I am part of something and that I belong”*  
Latinx SSP student participant in [Student Success Plan Pilot Survey Report](#)

The Student Success Act (Oregon House Bill 3427) ensures significant investments in programs to support historically underserved students. When fully implemented, this act will invest in the educational excellence of our early learning, K-12, as well as strengthening pathways to higher education. Nestled within the Student Success Act is the Latino/a/x and Indigenous\* Student Success Plan which under [Oregon Revised Statute 329.845](#) establishes a statewide education plan for students enrolled in early childhood through post-secondary education who are Latino or Hispanic, including Indigenous individuals of Mexican, Cuban, Puerto Rican, South American, Central American descent who have encountered disparate educational outcomes. In the 2024-25 school year, the number of **Hispanic/Latino students in Oregon grew by 2.17% from the previous year to 141,114**. This number comprised 26.4% of the statewide student population **and includes 49,543 Hispanic/Latino students who are Current English Learners**.



Through the Latino/a/x and Indigenous\* Student Success Plan Grants, the Oregon Department of Education awards grants to early learning hubs, providers of early learning services, school districts, education service districts, post-secondary institutions of education, and community-based organizations to implement strategies supporting Latino/a/x and Indigenous\* students. The Oregon Department of Education works with grantees to evaluate replicability, best practices, and lessons learned from implemented projects, programs and services. The data collected and analyzed from grantees' projects is utilized by the Oregon Department of Education to further refine the Latino/a/x and Indigenous\* Student Success Plan and inform effective internal agency, cross-agency implementation, and external implementation.

When focusing on academic achievement as well as social and emotional wellness, our Latino/a/x and Indigenous\* students are in need of continued advocacy and support to close achievement and socio-emotional gaps. The section focusing on **Latino/a/x and Indigenous\***

**Quantitative Student Data and Urgency** has key data points showing key achievement and socio-emotional gaps as well as work that the Latino/a/x and Indigenous\* Student Success Plan grantees are undertaking to close these gaps. Some of the positive impacts that the 17 grantees have achieved can be seen in the section titled **Quantitative and Qualitative Data Showing Positive Impacts of the Latino/a/x and Indigenous\* Student Success Plan Grant**. These include, but

are not limited to, the following for students participating in Latino/a/x and Indigenous\* SSP respective grantee activities: increased school attendance; higher academic engagement; increased kindergarten readiness; higher on-track to graduate readiness; student leadership and communication skills development; supporting students return to school and lowering the dropout rate; increasing graduation and GED completion; school engagement through culturally rich programs such as Ballet Folklórico and Mariachi; and Newcomer welcoming and support centers.



The section titled, **Grantee Cohort: Grantee-Shared Project Summaries and Highlights for 2024-25**, shares some of the work that the 17 Latino/a/x and Indigenous\* SSP grantees are undertaking including, but not limited to: a Family Resource Center that fosters comprehensive systems and support services that are culturally responsive and thoughtfully coordinated; culturally relevant curriculum development; PreK–5th grade focus towards strengthening kindergarten readiness, early literacy and numeracy skills; empowering Latino youth through a blend of academic support, leadership training, and career and college readiness; focusing on early literacy, afterschool and summer programming, transitions from 6th to 7th grades and 8th to 9th grades, and family and community connections via STEM options; students receiving homework help and enrichment supports up to 4 days per week; developing a Welcome System Initiative that assess current structures, identify gaps, and create a framework for reallocation of current resources and expansion of welcoming supports across the district; a bilingual family literacy programs and plan summer literacy activities; increasing access, connection, and educational opportunities for youth experiencing disconnection.; supports for students struggling with attendance issues, poor academic performance, family conflict, or personal crisis and increasing the rates for Latine student post-secondary enrollment.



Additionally, the report has sections on the Latino/a/x and Indigenous\* history and purpose, Advisory Group, System Improvements, Accountability and Alignment Across Agency Initiatives and School Districts, and an overview of the Latino/a/x and Indigenous\* Student Success Plan timeline all towards providing for a more comprehensive and holistic view of the Latino/a/x and Indigenous\* Student Success Grant.

***“Que aprendo cosas nuevas y personas que me instruyen y me ayudan a crecer.”***

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

Latinx SSP student participant in [Student Success Plan Pilot Survey Report](#)

**For the 2024-28 grant cycle, 62 grant applications were submitted and, due to limited funding amounts, only the top scoring 17 grant applicants were able to be selected for an award.** While all regions of Oregon are represented, Eastern and Central Oregon have only one grantee for each of those vast regions and are in need of more support. The funding amount for the 17 grantees for the 2025-27 biennium was expected to be \$6,341,612 or \$3,170,806 per year of the biennium. However, due to economic challenges, this amount was reduced to \$3,257,659 for the 25-27 biennium, resulting in \$1,628,829 to be spread among the 17 grantees for each year of the biennium.

To request a copy of the full report, please email the Oregon Department of Education’s Government Relations and External Affairs Team at [ODE.LegislativeReports@ode.oregon.gov](mailto:ODE.LegislativeReports@ode.oregon.gov). A copy of the full report is also available on the Latino/a.x and Indigenous\* Student Success Plan webpage at <https://www.oregon.gov/ode/students-and-family/equity/latinx/pages/default.aspx>

## History and Purpose

Funded under the Student Success Act Statewide Education Initiatives, the Latino/a/x and Indigenous\* Student Success Plan supports students enrolled in early childhood through post-secondary education who are Latino or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, and/or Central American. The Latino/a/x and Indigenous\* Student Success Plan targets historic and current systemic inequities experienced by Latino/a/x and Indigenous\* students through focused investments and partnerships with community-based organizations, school districts, early learning providers, and higher education. The plan centers equity and community by ensuring those closest to the problem help develop and design the solutions.

The Latino/a/x and Indigenous\* Student Success Plan addresses the following:

- The disparities experienced by plan students in every indicator of academic success, as documented by the statewide report card and other relevant reports related to plan students;
- The historical practices leading to disproportionate outcomes for plan students; and
- 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.

...through the following 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;
- Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;
- Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- Support the development of culturally responsive curricula from early childhood through post-secondary education;
- Increase attendance of plan students in community colleges and professional certification programs;
- Increase attendance of plan students in four-year post-secondary institutions of education; and
- Align the plan with similar statewide education plans developed and implemented by the Department of Education.



...and keeping at the center the following goals:

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

Incorporating statewide voice and input, the Latino/a/x and Indigenous\* Student Success Plan has an Advisory group that advises the Oregon Department of Education on the development and implementation of the Latino/a/x and Indigenous\* Student Success Plan, Rule development for the grant program, and policy decisions. Supporting the work forward, the Latino/a/x and Indigenous\* Student Success Plan also has a grant program where grants are awarded to local and community-led projects to implement the student success strategies key to the program.

### *Latino/a/x and Indigenous\* Quantitative Student Data and Urgency*

In the 2024-25 school year, 141,114 Hispanic/Latino students comprised 26.4% of Oregon’s student population. Hispanic/Latino identifying students were the largest nonwhite population in the state; over one in four students in Oregon identifies as Hispanic/Latino. The number of Hispanic/Latino students has grown 2.17% since the previous year (2023-24). Yet when focusing on academic achievement as well as social and emotional wellness, our Latino/a/x and Indigenous\* students are in need of continued advocacy and support to close achievement and socio-emotional gaps.

**Table 1. 2024-25 Student Enrollment Counts.** (Source: [ODE Student Enrollment](#))

| Count and Calculation                 | Hispanic / Latino | Statewide      | American Indian / Alaska Native | Asian  | Native Hawaiian / Pacific Islander | Black / African American | White   | Multi Racial |
|---------------------------------------|-------------------|----------------|---------------------------------|--------|------------------------------------|--------------------------|---------|--------------|
| Total for 24-25                       | <b>141,114</b>    | <b>545,088</b> | 5,951                           | 22,344 | 4,745                              | 13,439                   | 313,642 | 40,853       |
| Percentage of Each Group in 2024-25   | <b>26.44%</b>     | <b>100%</b>    | 1.09%                           | 4.10%  | 0.87%                              | 2.47%                    | 57.54%  | 7.49%        |
| Total for 23-24                       | <b>141,060</b>    | <b>547,424</b> | 6,150                           | 22,288 | 4,720                              | 13,114                   | 319,798 | 40,294       |
| Percentage of Each Group in 2023-24   | <b>25.77%</b>     | <b>100%</b>    | 1.12%                           | 4.07%  | 0.86%                              | 2.40%                    | 58.42%  | 7.36%        |
| Percentage Change from 23-24 to 24-25 | <b>2.17%</b>      | <b>-0.43%</b>  | -3.24%                          | 0.25%  | 0.53%                              | 2.48%                    | -1.92%  | 1.39%        |

It is important to also note that Hispanic/Latino students form a majority population (over 50%) in 10 school districts across Oregon.

**Table 2. 2024-25 Top 10 School Districts With A Majority (Over 50%) Latinx Student Population.**

(Source: [ODE Student Enrollment](#))

| County     | District Institution ID | District Name                 | 2024-25 % Hispanic/ Latino |
|------------|-------------------------|-------------------------------|----------------------------|
| Marion     | 2146                    | Woodburn SD 103               | 86.8%                      |
| Umatilla   | 2204                    | Umatilla SD 6R                | 71.1%                      |
| Malheur    | 2108                    | Ontario SD 8C                 | 66.9%                      |
| Wallowa    | 2222                    | Troy SD 54                    | 66.7%                      |
| Umatilla   | 2206                    | Hermiston SD 8                | 62.4%                      |
| Umatilla   | 2205                    | Milton-Freewater Unified SD 7 | 60.7%                      |
| Washington | 2241                    | Forest Grove SD 15            | 59.4%                      |
| Morrow     | 2147                    | Morrow SD 1                   | 59.2%                      |
| Marion     | 2137                    | Gervais SD 1                  | 58.7%                      |
| Marion     | 2141                    | North Marion SD 15            | 55.4%                      |

In 2024-25, 34.6% of Hispanic/Latino students are Current English Learners. The following table shows the percentage of Current English Learners for each student racial/ethnic group in 2023-24 and 2024-25.

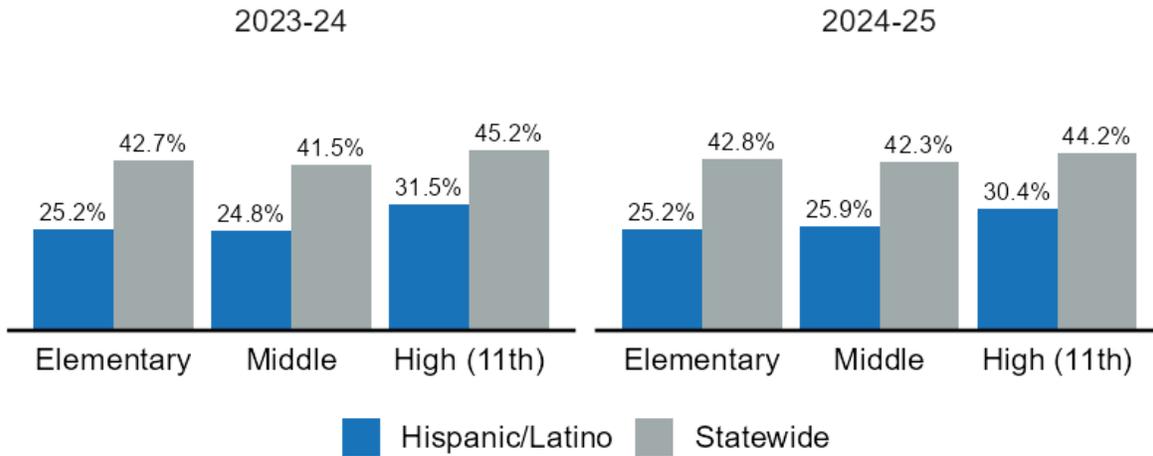
**Table 3. Percentage of of Current English Learners by Student Racial/Ethnic Group in 2023-24 and 2024-25** (Source: [ODE Student Enrollment](#))

| Race/Ethnicity                   | Number of Current English Learners in 2023-24 | Number of Current English Learners in 2024-25 |
|----------------------------------|---|---|
| American Indian/Alaska Native    | 349   | 295   |
| Asian                            | 5,353   | 5,610   |
| Black/African American           | 1,805   | 2,111   |
| <b>Hispanic/Latino</b>           | <b>48,223</b>                                 | <b>49,543</b>                                 |
| Multi-Racial                     | 565   | 565   |
| Native Hawaiian/Pacific Islander | 1,497   | 1,582   |
| White                            | 4,718   | 4,811   |

Yet while being over 25% of the student population in Oregon as well as having a majority population (over 50%) in 10 school districts across our State, the accountability data for Hispanic/Latino students shows achievement gaps in 2024- 25 English language arts, math, 9th-grade on track, and attendance.

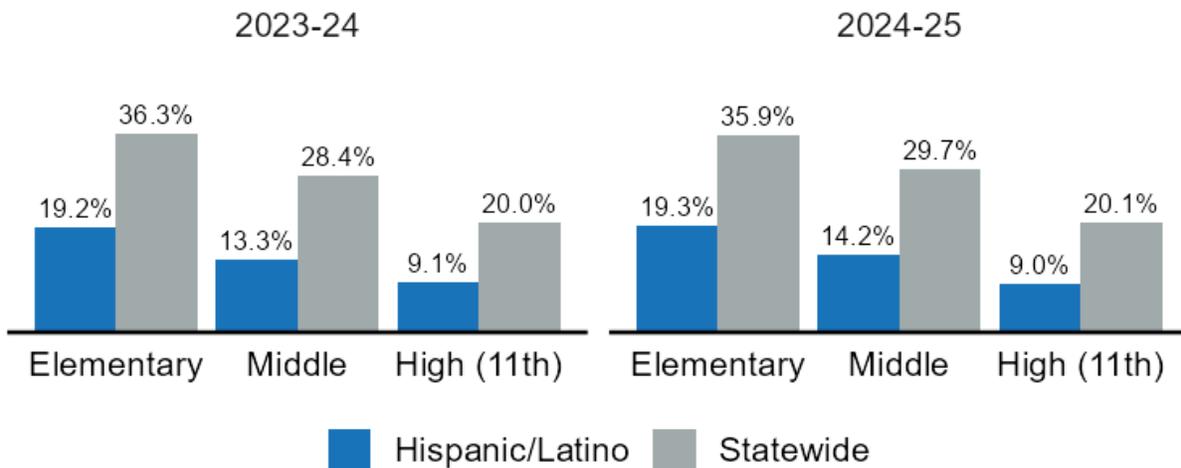
Oregon students in grades 3-8 and 11 take state assessments in English language arts and mathematics where a performance level of three or higher shows the student is meeting state standards. The figures show the relative performance of all students in Oregon versus students who identified as Hispanic/Latino in their student enrollment form (Source: [ODE Achievement](#).)

## Statewide English Language Arts Proficiency



Source: ODE Achievement

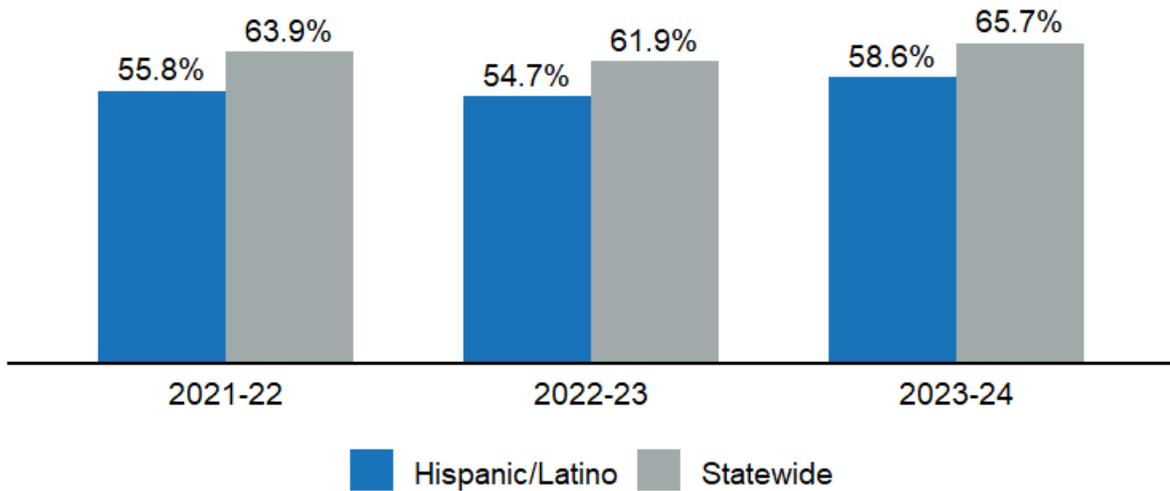
## Statewide Math Proficiency



Source: ODE Achievement

Regular attendance is a key indicator of success in school. Students are considered to be a Regular Attender if they attended more than 90 percent of their days enrolled in an academic year. Students are counted as a regular attender if they enrolled for at least 75 total days within their May snapshot attending institutions. The chart below shows the gap between Hispanic/Latino students and all students Statewide (Source: [ODE Attendance](#)).

## Percent of Students Regularly Attending Schools



Source: ODE Regular Attenders

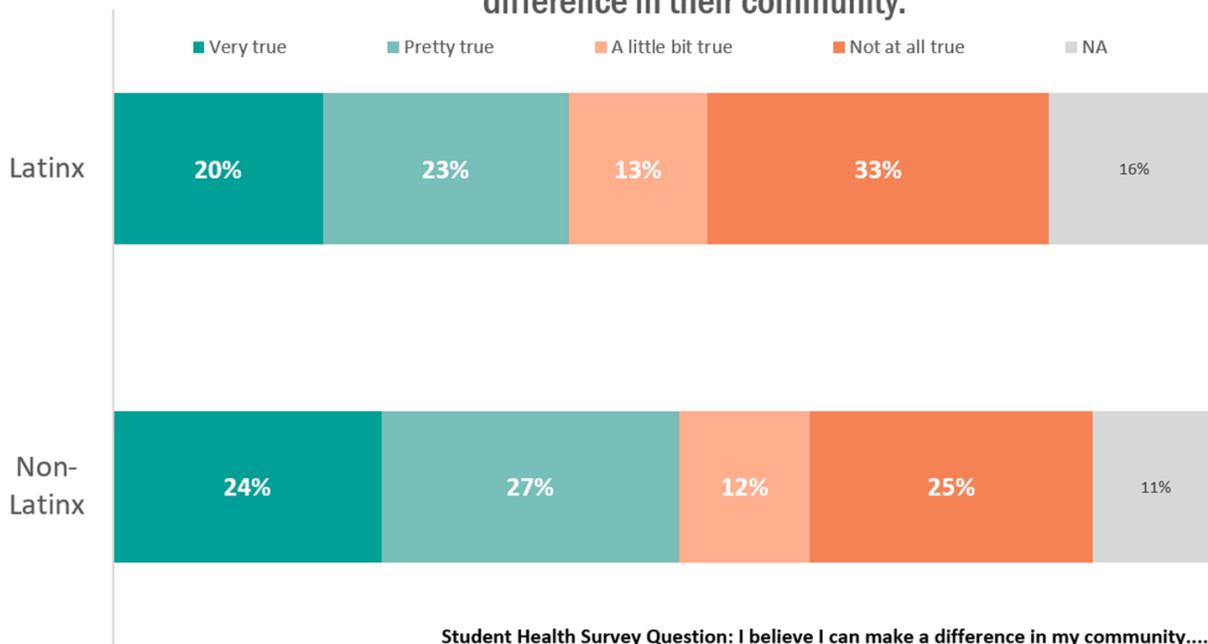
### *Latinx Student Health Survey*

The Oregon Health Authority’s Student Health Survey is “a comprehensive, school based, anonymous and voluntary health survey of 6th, 8th, and 11th graders conducted yearly. It is a key part of statewide efforts to help local schools and communities ensure that all Oregon youth are healthy and successful learners” ([Student Health Survey Webpage](#)).

According to the [2024 Student Health Survey](#), 22% of Latinx youth reported mental health needs that are not being met. Additionally, only 43% of students who identify as Latinx report that they believe they can make a difference in their community, compared to 51% of students who do not identify as Latinx (see table below). Source: [2024 Student Health Survey](#).

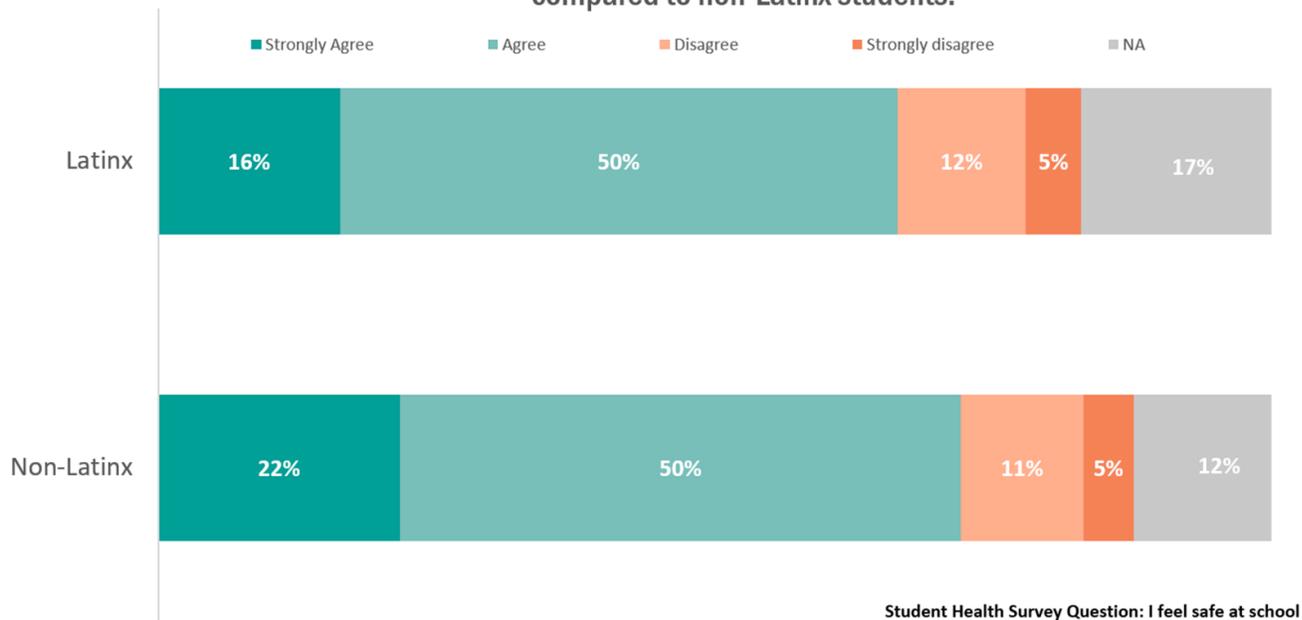


**In 2024, Latinx Students were less likely to believe that they could make a difference in their community.**



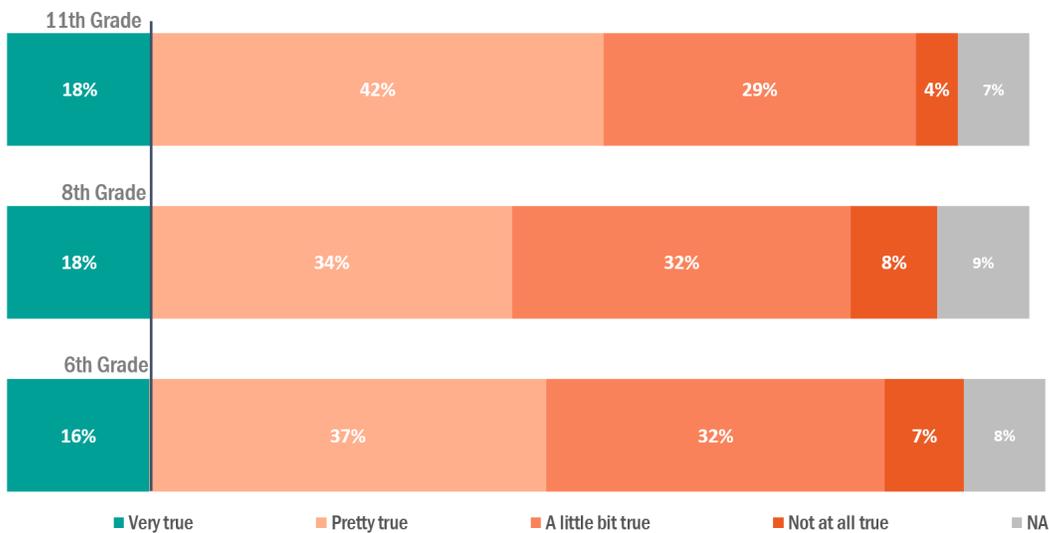
The data below shows students who identify as Latinx report feeling less safe or more unsure at their school compared to students who do not identify as Latinx (see table below). Source: [2024 Student Health Survey](#).

**In 2024, Latinx students were less likely to strongly agree that they felt safe at school compared to non-Latinx students.**



Addressed by Goal 1 of the Latino/a/x and Indigenous\* Student Success Plan is the need for supports as students transition to and through middle school grades and to and through high school as it has been found that students who have close, supportive friendships and a strong sense of peer belonging tend to experience fewer academic and emotional difficulties during the transition to high school. Focusing on supports for Latinx students as they transition to and through middle school grades and to and through high school, data from the [2024 Student Health Survey](#) chart below shows concerns by students that took the survey in the 6th, 8th, and 11th grades were a large population of the Latinx students stated that they have low levels of belief that they can work out their problems as they transition to and through middle school and high school. Source: [2024 Student Health Survey](#).

**All grades tended to have more uncertainty or low levels of belief that they can work out their problems**



## Latinx Student Success Plan Overview

As part of ORS 329.845 creating the Latino/a/x and Indigenous\* Student Success Plan, the Oregon Department of Education was instructed to develop and implement a statewide education plan for Latino/a/x and Indigenous\* students who are in early childhood through post-secondary education programs. The Advisory Group first convened in 2020 and was instrumental in the development of recommendations and strategies for the Latino/a/x & Indigenous\* Student Success Plan, which includes specific objectives and metrics as shown in both school and district report cards, relevant accountability partners for each objective, and strategies to accomplish the following objectives:

- Decrease the disproportionate rate of disciplinary incidents,
- Increase parental engagement,
- Increase the engagement of students in educational activities before and after regular school hours,
- Increase early childhood and kindergarten readiness,
- Improve literacy and numeracy levels between kindergarten and grade three,

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

The initial plan highlighted four overarching goals, each with its own set of objectives, and actions for those objectives. The four goals are:

## Summary of Plan Recommendations and Objectives

### *Goal 1: Student Success*

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.

#### **ACTIONS:**

- Identify, develop, and implement targeted, culturally-specific efforts to improve reading and math scores for Latino/a/x and Indigenous\* students by fourth grade. (People)
- Develop engagement opportunities with Latino/a/x and Indigenous\* families to identify culturally relevant practices related to math and reading engagement. (People)
- Identify and develop educator professional development focused on culturally responsive teaching in reading and math. (Practice)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify practice and policy changes needed improve educational outcomes for Latino/a/x and Indigenous\* students. (Policy)
- Identify and develop new accountability and progress measures for Latino/a/x and Indigenous\* students' math and reading scores. (Policy)

**OBJECTIVE:** Support culturally responsive pedagogy and practices from early childhood through postsecondary education.

#### **ACTIONS:**

- Identify and develop culturally responsive, educator professional development classroom practices. (Practice)
- Support development of new and emerging culturally responsive pedagogy practices (Practice)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)

- Identify practice and policy changes to support culturally responsive pedagogy. (Policy)
- Identify and develop on-going partnerships between schools and culturally-specific organizations to implement culturally responsive practices (Policy)
- Identify and develop new accountability and progress measures for Latino/a/x and Indigenous\* students. (Policy)

**OBJECTIVE:** Support culturally responsive pedagogy and practices from early childhood through postsecondary education.

**ACTIONS:**

- Develop engagement opportunities with Latino/a/x and Indigenous\* community to identify culturally responsive content. (People)
- Identify and develop curricula, content, and instructional materials focused on Latino/a/x and Indigenous\* culture, history, and language across all grades. (People)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify and develop school and district policies and investments needed to support culturally specific curricula for Latino/a/x and Indigenous\* students. (Policy)
- Identify and develop new accountability and progress measures for Latino/a/x and Indigenous\* students. (Policy)

**OBJECTIVE:** Support the development of culturally responsive curricula from early childhood through post-secondary education.

**ACTIONS:**

- Develop engagement opportunities with Latino/a/x and Indigenous\* community to identify culturally responsive content. (People)
- Identify and develop curricula, content, and instructional materials focused on Latino/a/x and Indigenous\* culture, history, and language across all grades. (People)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify and develop school and district policies and investments needed to support culturally specific curricula for Latino/a/x and Indigenous\* students. (Policy)
- Identify and develop new accountability and progress measures for Latino/a/x and Indigenous\* students. (Policy)

**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.

**ACTIONS:**

- 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. (People)
- Develop engagement opportunities with Latino/a/x and Indigenous\* families to support successful student transitions. (People)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify school and district investments needed to support Latino/a/x and Indigenous\* student transitions. (Policy)

- Identify and develop on-going partnerships between schools and culturally-specific organizations to support student transitions. (Policy)
- Identify and develop new accountability and progress measures for Latino/a/x and Indigenous\* students. (Policy)

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

**ACTIONS**

- Develop engagement opportunities with Latino/a/x and Indigenous\* students and community to identify new practices related to behavioral health. (People)
- Identify, develop, and implement new behavioral health resources for Latino/a/x and Indigenous\* students. (People)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Develop community engagement opportunities to review school and district policies related to behavioral health and discipline. (Policy)

*Goal 2: Early Learning Readiness*

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.

**ACTIONS:**

- Identify and develop culturally responsive, early learning efforts for Latino/a/x and Indigenous\* children. (People)
- Identify and develop partnerships with culturally-specific organizations to develop before and after school activities. (People)
- Identify and develop engagement opportunities with Latino/a/x and Indigenous\* families for kindergarten readiness. (People)
- Identify and develop culturally relevant, educator professional development practices for kindergarten readiness. (Practice)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify and develop on-going partnerships between schools and culturally-specific organizations to support culturally responsive early learning practices. (Policy)
- Identify and develop new accountability and progress measures for Latino/a/x and Indigenous\* students. (Policy)

*Goal 3: Family and Community Leadership*

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.

**ACTIONS:**

- Identify and develop Latino/a/x and Indigenous\* leadership development efforts for families and community members. (People)
- Identify and develop partnerships with culturally specific organizations for leadership development. (People)
- Identify and develop district practices to build and sustain Latino/a/x and Indigenous\* community leadership and decision-making. (Practice)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify and develop on-going partnerships between schools and culturally-specific organizations to support family and community leadership in policy and decision-making. (Policy)
- Identify and develop opportunities for Latino/a/x and Indigenous\* community leadership structure for policy and decision-making. (Policy)

#### *Goal 4: Strengthening Pathways to Higher Education*

Currently (2021) 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.

**ACTIONS:**

- Identify and develop new culturally responsive efforts to increase Latino/a/x & Indigenous\* student college enrollment. (People)
- Identify and develop engagement opportunities with Latino/a/x and Indigenous\* families for college readiness. (People)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify and develop partnerships between schools, districts, and community colleges to increase Latino/a/x and Indigenous\* student enrollment. (Policy)
- Identify and develop partnerships with culturally specific organizations for Latino/a/x and Indigenous\* college readiness. (People)
- Identify policy solutions and investments needed to increase Latino/a/x and Indigenous\* student college enrollment. (Policy)

**OBJECTIVE:** Increase attendance of Latino/a/x and Indigenous\* students in four-year post-secondary institutions of education.

**ACTIONS:**

- Identify and develop new culturally responsive efforts to increase Latino/a/x & Indigenous\* student college enrollment. (People)
- Identify and develop engagement opportunities with Latino/a/x and Indigenous\* families for college readiness. (People)
- Identify and develop educator professional development centered on anti-racism and culturally responsive approaches. (Practice)
- Identify and develop partnerships between schools, districts, and 4-year colleges and universities to increase Latino/a/x and Indigenous\* student enrollment. (Policy)
- Identify and develop partnerships with culturally specific organizations for Latino/a/x and Indigenous\* college readiness. (Policy)
- Identify policy solutions and investments needed to increase Latino/a/x and Indigenous\* student college enrollment. (Policy)

## Advisory Group

The Latino/a/x and Indigenous\* Student Success Plan Advisory Group is required by ORS 329.845 (2) (b). The Latino/a/x and Indigenous\* Advisory is a key and important part of the Student Success Act and advises the Oregon Department of Education on educational matters affecting Latino/a/x and Indigenous\* students and families. Areas that the Advisory provides voice and input include the development and implementation of the Latino/a/x Student Success Plan; eligibility criteria, applicant selection processes and expectations for recipients of grant awards; and adoption of rules by the State Board of Education for the implementation of the Latino/a/x and Indigenous\* Student Success Plan. This effort seeks to address systemic inequities experienced by Latino/a/x and Indigenous\* students through focused investments and community partnerships. The Latino/a/x and Indigenous\* Student Success Plan Advisory, led by our Advisory Chair and Vice-Chair, is an important advisory body where members provide wisdom, suggestions, recommendations, and advise the Department of Education regarding Latino/a/x and Indigenous\* students.

When selecting advisory members, every effort is made to ensure that the composition of the Latino/a/x & Indigenous\* Student Success Advisory Group reflects the diversity and representation of our students, families, and community members. Per ORS 329.845, the Department of Education shall form an advisory group consisting of individuals representing:

- Urban and rural communities;
- Indigenous and immigrant populations;
- English language learners;
- Individuals with disabilities;
- Parents and students;
- Youth who are lesbian, gay, bisexual, transgender, queer or another minority gender or sexual orientation;
- Community-based organizations serving Latino or Hispanic youth and families; and
- Education members, including representatives of the Department of Early Learning and Care, the Youth Development Division and the Higher Education Coordinating Commission.

In an effort to bring more voice, input from, and awareness of the Latino/a/x and Indigenous\* Student Success Plan to Central and Eastern Oregon, during the 2024-25 year, there was an intentional outreach for Latino/a/x and Indigenous\* Student Success Plan Advisory representation. Due to these efforts, six of the eight incoming 2025-26 Advisory members are from this region. The Oregon Department of Education is excited for the voice and wisdom that our new Advisory members will bring. Typically, the Advisory Group meets monthly between October and June to engage in an open, collaborative process to discuss and identify challenges and opportunities and develop recommendations that will improve student outcomes.

## Aligning Student Success Plans

The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes and close the achievement gaps for African American/Black; American Indian/Alaska Native; Latino/a/x & Indigenous\*; Lesbian, Gay, Bisexual, Transgender/Non-binary, Queer/Questioning, Two-Spirit, Intersex, Asexual, +; and Native Hawaiian/Pacific Islander students and Immigrant/Refugees. The Student Success Plans include investments in community-based organizations, school districts, early learning providers, educational service districts, Tribal governments, and higher education partners.

In the initial years following passage of each Plan's legislation, the Oregon Department of Education focused on establishing the following for each Student Success Plan: an Advisory Group, the Student Success Plan, Oregon Administrative Rules governing the grant program, and an RFA for distribution of grant funds. In 2023, the Oregon Legislature passed Senate Bill 2275 requiring applicants for Student Investment Account grants to take recommendations from Student Success Plan advisory groups into consideration when planning for local implementation.

With the above foundation, the Oregon Department of Education is focused on the Statewide implementation of the Student Success Plans through:

- Alignment and implementation of Plan strategies in all Oregon school districts.
- Providing resources across all regions of our State.
- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout the Oregon Department of Education, the Department of Early Learning and Care, the Youth Development Division, the Higher Education Coordinating Commission, and the Oregon Health Authority.
- Alignment of Student Success Plan grant-funded programs across the state to accomplish the objectives set forth in Student Success Plans.

## System Improvements



Systems improvements implemented over this last biennium include:

- Updates to the Student Success Plan Grant Guidance to provide additional guidance on budget development, allowable costs, and a protocol for assessing reasonable and necessary expenses;
- An updated and more streamlined request for applications for the second grant cycle (2024–2028);

- A new grant program design consistent across all Student Success Plans (4-year, cross-biennium awards requiring grantees to implement their approved project plans as well as: develop free and open resources on implementing the Student Success Plan to be published on Oregon Open Learning in 2028, participate in monthly virtual Community of Practice meetings, and participate in an in-person resource development retreat); and
- An in-person retreat for all SSP Advisory members, and the start of quarterly advisory group leadership meetings.

The **grant expenditure guidance** provides information on whether and to what extent grant funds may be used for various types of expenditures, detailed guidelines for developing a budget, and the inquiry process Oregon Department of Education staff employ to evaluate grantee project plans to determine allowability of grant expenditures. All grant expenditures are evaluated by Oregon Department of Education staff alongside the proposed or approved project plan to determine whether the expenses are reasonable, allocable, and necessary for the performance of the award. The implementation of this guidance increases the consistency and fidelity of grant program implementation across Student Success Plans while also minimizing the subjectivity of case-by-case approvals.

As part of our efforts to expand implementation of the Plan beyond the reach of grantees alone, we are engaging the 2024–28 grantee cohort in a **collaborative resource development** effort. Each grantee will develop one or more instructional resources documenting a best or promising practice based on the Student Success Plan strategies, to be posted as a free and open resource for educators and community members on Oregon Open Learning. Having resources for educators on how to implement Plan strategies will enable districts to conduct internal learning, curriculum development, and professional development, with ODE staff and grantees available to provide technical assistance and support. Through this resource development and inquiry process, we hope the Plan will not only reach more students, but will support our efforts to continually refine and improve our understanding of which interventions are most effective.

Monthly **Community of Practice (CoP) meetings** provide an opportunity for our grantees to collaborate within and across Student Success Plan programs, to share relevant resources, information, feedback and best practices for implementation of SSP strategies, as well as partnership opportunities, and opportunities for the provision of technical assistance by the Student Success Plan Coordinator.

The **in-person retreats** held in autumn 2024 and spring 2025 were well received and provided additional opportunities for cross Student Success Plan grantee and advisory connection and coordination. To continue providing opportunities for cross-collaboration, in December 2025, the Department convened the inaugural, quarterly All Advisory Leadership meeting. These meetings bring together chairs, co-chairs and vice-chairs from all Student Success Plan advisory groups to collaborate and strategize across plans to maximize the effect of all Student Success Plans and grant funding.

In addition, the Office of Equity, Diversity, and Inclusion employs a **continuous improvement** process to develop and refine our data collection and grantee monitoring and assessment processes. We regularly gather feedback from Our goals in this endeavor are to maintain a robust, replicable, and reliable system of grantmaking and award management from inception to implementation to closeout. Ultimately, we intend for these streamlined processes to enable more resources and plan coordinators' time to be devoted to technical assistance, expanding plan reach, and improving student outcomes.

## Accountability and Alignment Across Agency Initiatives and School Districts

As part of the Accountability Education Act work being implemented across ODE, we continue to elevate the student success plans' objectives by operationalizing them through practice and policy across not only the agency but ultimately across all of Oregon's school districts. ODE is also working to align the objectives and strategies across the different programs and funding sources of the Student Success Act. This way, outcomes can be evaluated across programs and accountability is shared across the agency.

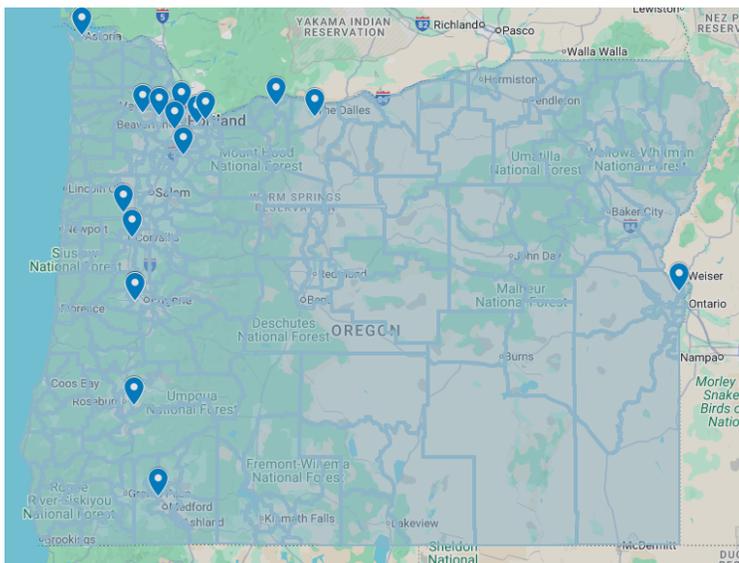
Specifically, we are working to align the Student Success Plans to the following ODE Initiatives:

- ODE's Equity Strategic Plan
- Student Investment Account, including:
  - SIA District Plans;
  - SIA Intensive Coaching Program; and
  - Status updates on district MOUs with SSP partners in SIA Reporting
- The Early Literacy Success Initiatives

## Grant Program: 2024-2028

Grantees for the 2024-28 grant cycle underwent a rigorous grant application process. Each grant application was vetted by a team of three individuals and given a score according to the rubric shared in the grant application. There were 62 grant applications submitted and, due to funding amounts, only the top scoring 17 grant applicants were able to be selected for an award. For the grant cycle that is to run from 2024 to 2028, the funding amount for the 17 grantees for the 2024-25 year was \$1,548,636. For the 2025-27 biennium the funding was expected to be \$6,341,612. However, due to unforeseen economic challenges, this amount was reduced to \$3,257,659 for the 17 grantees.

## Communities Served by Latinx Student Success Grant Program Initiatives



The blue dots indicate the location of each of the 2024-28 Latinx SSP Grantees

## Investment Impacts

It is impressive that with the limited 2024-25 year funding of \$1,548,636, our 17 grantees during this first year of the new grant cycle, the Latino/a/x and Indigenous\* Student Success Plan grantees addressed the Student Success Plan strategies serving over:

- 28,585 youth
- 8,045 Latino/a/x and Indigenous\* youth
- 11,074 family and community members
- 793 educators

## *Highlights Shared by Latino/a/x and Indigenous\* SSP Grantees*

### **Adelante Mujeres**

Adelante Mujeres has focused a portion of Latinx SSP grant funding at Forest Grove High School with its Chicas Program. The Chicas Program provides culturally responsive afterschool programming focused on academic readiness and family engagement. For the 2024-25 SY, the total average daily attendance rate for students that are in the Chicas Program was in the 90% versus the 64% average daily attendance rate for students not in the program. The Chicas program helps youth see their academic potential and provides actionable support to help Latine students graduate. For the last 10 years, 100% of seniors in Adelante Mujeres Chicas Program have graduated High School.

### **Ontario School District**

Ontario School District is using the Latinx SSP grant funding to strengthen and expand the Latinos in Action (LIA) program for students in grades 7–12. As a result of this nationally recognized model which empowers Latino youth through a blend of academic support, leadership training, and career and college readiness, in school attendance for students that participate in the LIA program is about 20 points higher than non-participating students (for School Year 2024-25 Ontario High School students that attended the program had a total average daily attendance rate of 93% vs. 73% of students not in the program).

### **Multnomah ESD**

East County Bridges (ECB), a Multnomah Education Service District (MESD) Bridges program, is dedicated to increasing access, connection, and educational opportunities for youth experiencing disconnection. More than just a bridge, ECB is a pathway of support for students who have dropped out, are low-attending, otherwise disengaged, or have experienced a traumatic event in their lives. In the 2024-25 school year, 69 students enrolled in the program and 5 graduated (an increase from three students the previous year). East County Bridges (ECB) provides critical re-engagement support for youth who face some of the greatest barriers to staying connected to school. ECB fills gaps created by fragmented school district boundaries and disconnected systems, ensuring young people do not have to navigate these barriers alone. The program functions as a safety net, rebuilding pathways back to education for students who are most often overlooked, under-supported, or pushed out. Recent program data shows that more than half of ECB students had been out of school for four months to over two years, and 41% had juvenile justice involvement, rates that demonstrate ECB's reach into populations furthest from opportunity. Despite these challenges, students are actively moving toward completion: 51 are pursuing a diploma, 11 are working toward the GED, and the number of graduates has more than doubled across the past two years.

East County Bridges centers culturally relevant and community-informed programming to meet the needs of youth who have historically been underserved by traditional school systems. Many of the students we work with have experienced long gaps in schooling, frequent district transfers, language

barriers, and inconsistent access to supports. Others navigate homelessness, juvenile justice involvement, or responsibilities as translators and caregivers in their families. Because of these layered barriers, one-size-fits-all approaches don't work. ECB's Transition Specialists provide culturally responsive guidance, bilingual support, and relationship-based navigation that honors each student's identity, lived experience, and goals. By grounding our work in cultural relevance and trust, we're able to reconnect students who have felt overlooked or disconnected, and help them access programs, resources, and pathways that align with their values, communities, and long-term success.

**Hillsboro School District:**

**Latinx Student Success Grant: Increased access & opportunities**

Overall engagement of Latinx students in extracurricular programming and in school in general increased in school years 2023-24 and 2024-25; however, additional efforts need to be made to support more choice and individualization of student learning and engagement. By fostering leadership development among students, it creates opportunities for individual collective leadership and empowerment to take ownership of their learning and advocacy.

The Hillsboro School District saw an impressive increase in student participation/attendance in the following activities: academics, arts, athletics/fitness, childcare, OSAA activity, services/leadership, social/cultural (Latino Youth Program, Chicas, ROSA, Ballet Folklorico, Mariachi, Joven Noble, etc.) and STEAM:

- For the 2023-24 School Year there were 45.9% Latinx student participants out of 7132 total students (an 8% increase from the previous year).
- For the 2024-25 School Year there were 47.9% Latinx student participants out of 7115 total students (a 2.5% increase from the previous year, and a 10.5% increase from the 2022-2023 school year).

When one looks at the attendance numbers for just the Latino Youth Program in Hillsboro School District disaggregated by school, one can note that participation/attendance shows an overall impressive growth from the year prior to the program being funding with the Latinx SSP grant funds, to the first year of the program when the program was being funded with the Latinx SSP grant funds:

| Hillsboro School District - Latino Youth Program |                              |                              |
|--|------------------------------|------------------------------|
| School   | 2023-24 % Program Attendance | 2024-25 % Program Attendance |
| Poynter MS                                       | 77%                          | 85%                          |
| Evergreen MS                                     | 45%                          | 70%                          |
| Brown MS   | 88%                          | 100%                         |
| South Meadows MS                                 | 65%                          | 75%                          |
| Century HS                                       | 35%                          | 63%                          |
| Liberty HS                                       | 64%                          | 33%                          |
| Glencoe HS                                       | 78%                          | 78%                          |
| Hillsboro HS                                     | 75%                          | 78%                          |

### **Tigard-Tualatin School District**

With part of the Latinx SSP funds, Tigard-Tualatin School District (TTSD), designed the Newcomer Background Interview form as part of their Welcoming System specifically to gather important background information about their incoming Newcomers to best support them. Since the beginning of the 2025-2026 school year, Tigard High School (THS) has administered four background interviews and Tualatin High School (TuHS) has administered three. The number of interviews completed thus far this year at THS is fewer than the thirteen collected at the same times last year. TTSD built the Newcomer Background Interview to connect the newcomer and family to critical staff (Family Partnership Advocates and Culturally Responsive Coordinators). The calibration meeting that is part of the Welcoming System, for school counselors, an administrator, MLE specialists, FPA, and CRC to meet specifically around Newcomers in an effort to make decisions about the best support for them. This process has streamlined information gathering and provided for less disruption and disorientation for the newcomer. Thus far, the Welcoming System for Newcomers has been able to conduct 21 Newcomer Check Ins as of November 2025 at THS. TTSD is also working on expanding this check-in and calibration process at TuHS. These check-ins are designed as an opportunity for the Family Partnership Advocates and Culturally Responsive Coordinators to reconnect with our newcomer students at a 30-, 60-, and 90-day interval and include students that had arrived the previous school year in addition to this year. Thanks to these systems, TTSD has helped students troubleshoot issues concerning class placement, academic support, credits, personal issues and we have been able to refer students and families to various community supports.

## Selected Quotes and Experiences from Latinx Grantees:

### Hillsboro School District

*"The Screening, Brief Intervention, and Referral to Treatment program was implemented across all four middle schools during the grant year, serving as a critical tool for early identification of students who may benefit from additional supports. The program helped uncover student needs related to mental health, substance use risk, school disengagement, and family stressors—prompting timely referrals to appropriate services."*

### LISTO, Southern Oregon Child and Family Council, INC

*"LISTO focuses on Pre-K & K education for children to increase kindergarten readiness and improve literacy outcomes in areas of literacy and attendance."*

*"All the materials and classes have been very helpful. Alejandra learned to count, write her name, identify colors and geometric shapes—thanks to everything that was sent to her and the classes she attended. Alejandra is more than ready for kindergarten."*

*"During online class time, my daughter and I (mom) participate throughout the entire session. My daughter has shown positive changes—she's interested in seeing children her age and playing with them. She enjoys the songs and activities in her class."*

*"My girl loves her classes; I see her happy and more expressive in her language, and more patient when doing her work."*

### Adelante Mujeres



*"For me, the Chicas program was the reassurance that I needed to confidently pursue my dream. It made college a realistic achievement, contributed to my confidence as a Latina woman and was my guiding hand outside of home. I'm extremely confident that this program will continue to flourish and help give young Latinas the hope to pursue their dreams fearlessly." – Senior Graduate*

*"Attending Chicas has allowed me to build leadership and gain a supportive Latina community. Chicas has consistently provided me with a safe and comfortable space to share my challenges and successes. If it wasn't for Chicas, I would have been extremely lost throughout the entire college*

*process. I have gained many valuable relationships, I've learned to be even more proud of my culture, and most importantly I feel supported both inside and outside of school." -Senior Graduate*

*"A ninth-grade participant began the year uncertain about her future, believing college wasn't for her. Through Chicas sessions on identity, leadership, and career exploration, she gradually became more engaged. During her first college visit, she told her advocate, "I didn't know college could look like this. I always thought it wasn't for people like me." The experience inspired her interest in health careers and*

*helped her see her strengths. With continued mentoring, she set goals and gained confidence to pursue higher education.”*

### **Multnomah ESD**

*“One student and his mom came in visibly nervous, as he is in his senior year and currently not on track to graduate. We were able to provide reassurance that he still has access to education at his current school through age 21, and we shared other pathways and support options, which helped ease their concerns and reframe their outlook. Another participant was a parent of an 8th grader, and they shared how helpful the transition-focused information was in preparing their son for a strong start in high school. Both families engaged fully in the session, asked thoughtful questions, and left with concrete next steps tailored to their situations.”*

### **The Next Door, INC**

*“One Latina youth is a freshman this year and has been struggling with behaviors at school and probation due to these behaviors. YOW has been able to connect with this youth and provide one on one support with academics in math. The youth now seeks YOW support on his own and is open to talking about services offered at TNDI. A lot of responsibility and pressure comes with being a first-gen Latina, especially when seeking post-secondary education. This student overcame all the pressure and mental health struggles throughout the last 4 years. She was able to seek community within YOW lead clubs like Inspiration Circle and mentorship from YOW throughout her high school career. This student will be continuing to a 4-year university and pursuing a Bachelor's in Education.”*

### **Todos Juntos**

*“Middle School Mentors work directly with our Program Specialist to track assigned tasks, schedule work requirements, and practice how to help our elementary students without doing the work for them. Since it is very difficult for students to gain hands-on work experience, this directed program is a great place for our middle school students to start. The initial job skill work can then transition into our High School Teaching Assistant programming. High school students are hired to assist with STEAM camp classes such as robotics, 3D printing, and Cricut design using tinkercad. This allows them to practice their leadership skills, their communication skills, and (at times) their patience! For our high school TAs, we are often their first paying jobs. Students learn how to track their time, fill out digital time sheets, report their work tasks accurately, plan games and enrichment opportunities for elementary students, and offer constructive feedback to both students and teachers on programs.”*



### **Western Oregon University**

#### **Quantitative Data: Culturally Responsive Teaching Self-Efficacy Scale**

*“To assess changes in teacher candidates’ preparedness to implement culturally responsive pedagogy, the program administers the Culturally Responsive Teaching Self-Efficacy Scale at two key points in candidates’ academic progression: (1) at entry into the preparation program and (2) upon program*

completion. This validated instrument measures self-efficacy related to culturally responsive instructional practices, family engagement, asset-based perspectives of diverse learners, and support for emergent bilingual development. Throughout the program, candidates engage in coursework designed to strengthen their skills in supporting Latine students, emergent bilingual learners, and other culturally and linguistically diverse populations. Grant-funded resources, data, and curricular enhancements are embedded within these courses. Because the grant directly informs candidates' instructional preparation, longitudinal increases on the self-efficacy scale serve as credible quantitative evidence of the grant's impact. Pre/post comparisons allow the program to document measurable growth in candidates' confidence and competence in applying culturally responsive teaching practices. These findings demonstrate that grant-supported learning experiences contribute to improved educator readiness and align with state priorities for equitable and inclusive K–12 instruction."

### **Qualitative Data: Latine Parent and Student Advisory Boards**

"A second dataset was generated through structured engagements with the Latine Parent Advisory Board and the Latine Student Advisory Board. These sessions gathered firsthand perspectives on district climate, cultural inclusivity, access to learning opportunities, and areas where systemic improvements were needed. Qualitative data from these engagements were analyzed using a formal coding process grounded in the Cultural Proficiency Continuum. This framework enabled the program to categorize themes according to levels of cultural responsiveness and to identify practices and systemic conditions that were aligned with — or misaligned with — culturally proficient education.

The analysis revealed several priority areas requiring district action:

- The need to develop and implement a district-wide anti-bias protocol to ensure consistent and equitable responses to bias incidents;
- The expansion and strengthening of restorative practices aimed at improving relationships, repairing harm, and establishing culturally supportive school environments;
- School- and administrator-specific action items, developed in response to the findings, to address climate, communication, and instructional practices affecting Latine students.

These results were formally presented to district administrators, who used the data to inform site-based decision-making and improvement planning. This process demonstrates a clear and meaningful integration of community voice into systemic action."

### **Overall Impact and Alignment**

"The combined quantitative and qualitative results illustrate the multifaceted impact of the grant:

- **Educator Preparation:** Teacher candidates show statistically and educationally significant growth in culturally responsive teaching self-efficacy, reflecting increased readiness to support culturally and linguistically diverse learners.
- **Systemic Responsiveness:** District leaders engaged directly with community-generated data and implemented concrete steps to advance equity and cultural proficiency.
- **Alignment with State Priorities:** Grant activities directly support Oregon's commitment to equitable, inclusive, and culturally sustaining education, benefitting both educator pipelines and K–12 learners.

Together, these outcomes demonstrate that the grant has strengthened culturally responsive educator preparation while simultaneously informing district-level improvements grounded in authentic community engagement."

### *In Their Own Words: Selected Quotes From Latinx Grantee Program Students*

In the [Student Success Plan Pilot Survey Report](#), students were invited to provide answers to an open-ended question “What do you most enjoy about the Grantee?”. Below are excerpts from students who participated in the Latinx Grantee programs:

*“The close relations I’ve built with staff, to me they’ve become mentors. My mentor has encouraged me to believe in myself and to challenge myself. Thanks to her I try not to second guess myself, and she’s always kept it 100% real and honest with me. She’s truly been great!!! :)”*

*“Aprender y sentirme parte de algo y que pertenezco”  
 (“To learn and feel that I am part of something and that I belong”)*

*“I enjoy being with friends and getting work done because I feel accomplished.”*

*“I have learned more about computers than I normally would, and it has been a huge help in my life as I want to pursue a career in computer science.”*

*“Que aprendo cosas nuevas y personas que me instruyen y me ayudan a crecer.”  
 (“That I learn new things and people that teach me and help me to grow”)*

**Table 4. Top services or activities Latino/a/x SSP participants engaged in at grantee organization.**  
 (Source: [Student Success Plan Pilot Survey Report](#))

| Grantee Services or Activities  | Latino/a/x SSP Participants |
|---|-----------------------------|
| Learning about culture, language, and/or my community.                    | 23%                         |
| Learning about math, science, reading, and/or social studies.             | 21%                         |
| Learning how to be a leader in my community.                              | 17%                         |
| Connecting to other programs and services to support me and/or my family. | 16%                         |
| Giving back to my community.  | 10%                         |
| Events and services for my parents, family, and/or caregivers.            | 13%                         |

**Table 5. Positive impact of participation in Latino/a/x SSP program reported by program students**  
 (Source: [Student Success Plan Pilot Survey Report](#))

| Student Success Plan                                       |                         | Skip Question | Strongly Disagree/ Disagree | Somewhat Agree | Strongly Agree |
|--|-------------------------|---------------|-----------------------------|----------------|----------------|
| I have regular interactions with an adult that I trust at: | At grantee organization | 10%           | 6%                          | 33%            | 51%            |
|  | At school               | 8%            | 6%                          | 34%            | 52%            |
| My participation in Grantee has had a positive impact:     | On my school experience | 9%            | 7%                          | 28%            | 56%            |
|  | On my family            | 18%           | 11%                         | 32%            | 39%            |

## Looking Forward to the 2025-2027 Biennium

For the 2025-2026 year, the Latino/a/x and Indigenous\* Student Success Plan Advisory will start the process to review and update the Latino/a/x and Indigenous\* Student Success Plan. To support the updating of the plan, town hall meetings will be held to gather the voice and input throughout Oregon. In addition, through cross agency collaboration and internal agency collaboration, academic and socio-emotional data points will be reviewed.

The updated Latino/a/x and Indigenous\* Student Success Plan is targeted to be released in late 2027.

## Appendix A: Plan Timeline

### 2019

House Bill 3427, the Student Success Act, passed directing the Oregon Department of Education (ODE) to develop and implement a statewide education plan for students enrolled in early childhood through post-secondary education who are Latino or Hispanic, including individuals of Mexican, Cuban, Puerto Rican, South American, and/or Central American; and who have experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

### 2020-21

The Oregon Department of Education convened an Interim Advisory Group and developed an Interim the Latino/a/x and Indigenous\* Student Success Plan in response to critical community needs due to the COVID-19 pandemic. The Oregon Department of Education awarded \$1 million in grant funds. Seven grantees were funded from a new Request For Applications serving Clatsop, Hood River, Jackson, Lane, and Marion counties.

### 2021-22

The Oregon Department of Education recruited and convened a permanent Advisory Group. The Latino/a/x & Indigenous\* Student Success Plan (2021-2023) was adopted by the State Board of Education and the first chair and vice-chair were elected. Working closely with the Department of Justice, a new Request For Applications process for selecting new grant recipients was developed and all 28 applications received were funded. The Oregon Legislature provided additional \$5,086,000 for the grant program through the Student Success Act. This resulted in a total funding of \$6,086,000 for the 2021-23 biennium.

### 2022-23

The Oregon Department of Education worked closely with the cohort of grantees to monitor their progress and in the spring of 2023, coordinated the renewal of their funding for an additional year. For continued support, the Oregon Legislature provided \$6,341,612 for the 2023-2025 biennium.

### 2024-25

In the 2024-25 school year, the number of Hispanic/Latino students in Oregon grew by 2.17% from the previous year to 141,114 which includes 49,543 Hispanic/Latino students who are Current English Learners. During the award cycle running from 2024-28, the Latino/a/x and Indigenous\* Student Success Plan awarded grants to 17 grantees from throughout Oregon. While the funding amount for the 17 grantees for the 2025-27 biennium was expected to be \$6,341,612, due to economic challenges, this amount was reduced to \$3,257,659 for both years of the biennium. Focusing on the Advisory Group, in an effort to bring more voice, input, and awareness of the Latino/a/x and Indigenous\* Student Success Plan to Central and Eastern Oregon, during the 2024-25 year, there was an intentional outreach for Latino/a/x and Indigenous\* Student Success Plan Advisory representation. Due to these efforts, six of the eight incoming Advisory members are from these two regions. We are excited for the voice and wisdom that our new Advisory members will bring.

## Appendix B: 2023-2024 and 2024-2025 Grantee Funding

| Organization Name                       | Organization Type            | 2023-2024<br>Awarded Amount<br>(Cohort 1) | 2024-2025<br>Awarded Amount<br>(Cohort 2) | Counties Served              |
|---|------------------------------|---|---|------------------------------|
| Beaverton SD                            | School District              | \$200,000.00                              | N/A                                       | Washington                   |
| Centro Latino Americano                 | Community Based Organization | \$200,000.00                              | N/A                                       | Lane                         |
| Educate Ya                              | Community Based Organization | \$90,300.00                               | N/A                                       | Multnomah                    |
| Eugene SD                               | School District              | \$200,000.00                              | N/A                                       | Lane                         |
| Gervais SD                              | School District              | \$200,000.00                              | N/A                                       | Marion                       |
| Greater Albany Public SD                | School District              | \$200,000.00                              | N/A                                       | Linn                         |
| High Desert ESD                         | Education Service District   | \$200,000.00                              | N/A                                       | Jefferson, Crooks, Deschutes |
| Jefferson County SD                     | School District              | \$200,000.00                              | N/A                                       | Jefferson                    |
| Kids Unlimited of Oregon                | Community Based Organization | \$200,000.00                              | N/A                                       | Jackson                      |
| Klamath County SD                       | School District              | \$138,058.00                              | N/A                                       | Klamath                      |
| Latino Network                          | Community Based Organization | \$200,000.00                              | N/A                                       | Multnomah                    |
| Northwest Regional ESD                  | Education Service District   | N/A                                       | N/A                                       | Clatsop, Columbia, Tillamook |
| Oregon State University                 |                              | \$200,000.00                              | N/A                                       | Various                      |
| Parkrose SD                             | School District              | \$100,123.00                              | N/A                                       | Multnomah                    |
| PODER                                   | Community Based Organization | \$200,000.00                              | N/A                                       | Marion                       |
| Portland Community College              | Post-Secondary Institution   | \$200,000.00                              | N/A                                       | Multnomah, Washington        |
| The Salem/Keizer Coalition for Equality | Community Based Organization | \$200,000.00                              | N/A                                       | Marion                       |
| South Lane SD                           | School District              | \$200,000.00                              | N/A                                       | Lane                         |
| Southern Oregon University              | Post-Secondary Institution   | \$200,000.00                              | N/A                                       | Various                      |
| Unite Oregon                            | Community Based              | \$200,000.00                              | N/A                                       | Multnomah                    |

|  | Organization                 |              |             |                       |
|--|------------------------------|--------------|-------------|-----------------------|
| Willamette ESD                                 | Education Service District   | \$200,000.00 | N/A         | Marion, Polk, Yamhill |
| Adelante Mujeres                               | Community Based Organization | \$143,964.00 | \$92,806.31 | Washington            |
| El Programa Hispano Catolico                   | Community Based Organization | \$200,000.00 | \$87,346.63 | Multnomah             |
| LISTO, Southern Oregon Child and Family Center | Community Based Organization | \$200,000.00 | \$92,806.31 | Jackson               |
| Multnomah ESD                                  | Education Service District   | \$200,000.00 | \$92,806.31 | Clackamas, Multnomah  |
| Next Door                                      | Community Based Organization | \$200,000.00 | \$92,806.31 | Hood River, Wasco     |
| Ontario SD 8C                                  | School District              | \$200,000.00 | \$92,806.31 | Malheur               |
| Western Oregon University                      | Post Secondary Institution   | \$200,000.00 | \$92,806.31 | Polk                  |
| Centennial SD                                  | School District              |              | \$92,806.31 | Jackson               |
| Columbia Gorge ESD                             | Education Service District   |              | \$92,621.07 | Wasco                 |
| Consejo Hispano                                | Community Based Organization |              | \$92,806.31 | Clatsop               |
| Corvallis Environmental Center                 | Community Based Organization |              | \$69,436.11 | Benton, Linn          |
| Douglas ESD                                    | Education Service District   |              | \$92,806.31 | Douglas               |
| Hillsboro SD                                   | School District              |              | \$92,806.31 | Washington            |
| Lane ESD                                       | Education Service District   |              | \$92,806.31 | Lane                  |
| Plaza de Nuestra Comunidad                     | Community Based Organization |              | \$92,806.31 | Lane                  |
| Todos Juntos                                   | Community Based Organization |              | \$92,806.31 | Clackamas             |
| Tigard-Tualatin SD                             | School District              |              | \$92,749.54 | Washington            |

## Appendix C: 2024-28 Grantee Profiles and Project Summaries

### Adelante Mujeres

#### **Counties Served: Washington**

Adelante Mujeres delivers high-quality, two-generational approach, culturally specific education services to Latine students to support a student's whole health and their family's engagement with the school system. Through the Latinx SSP grant Adelante Mujeres has served a total of over 892 youth including 742 students enrolled in the Chicas Youth Development Program and 150 students enrolled in the Early Childhood Education Program.



For the Chicas Program, a new culturally responsive curriculum was developed to serve students. For the Early Childhood Education Program, a bilingual curriculum and teacher guide that includes two songs, accompanying stories, and related activities was developed. Additionally, the following resources were also developed: training on culturally sustaining classroom practices emphasizing the importance of integrating children's home languages, cultural traditions, and community knowledge in daily routines and curriculum; supporting educators in incorporating art as a tool for cultural expression in early learning environments; Family Leadership by providing family engagement in school and programmatic activities; strengthening Pathways to High Education with increased rates of Latine student post-secondary enrollment and by providing an Early Childhood Education workforce development pathway.

### Centennial School District

#### **Counties Served: Clackamas and Multnomah**

The vision of the Centennial School District is to create a Family Resource Center that will serve students (and their families) across the Centennial community with an emphasis on students identified across the Student Success Plan Grants. The Family Resource Center will staff full-time multi-lingual/multi-cultural navigators to:

- Center families' invaluable reservoirs of knowledge, traditions, culture, and histories that serve as assets for positive identity development and increased sense of self-efficacy.
- Foster comprehensive systems and support services that are culturally responsive and thoughtfully coordinated to center Plan students' and their families' strengths, fostering an environment that promotes student success in and out of school.
- Expose students and families to learning, tools, and strategies to explore challenges and barriers experienced by Plan students in the community and embolden students, families, and educators to address social issues and promote change through their learning experiences.
- Increase access to affirming education or education-adjacent focused engagement activities to enhance support for student success.

A Family Resource Center will serve as a hub in the community to provide and connect families to much-needed services, including, but not limited to, culturally specific mental health and social services, WELLNESS, and basic services such as food, clothing, resource navigation, etc. While these resources and supports may seem basic, many of Centennial School District students in the PK-12 schools lack most of these as the school district has an approximate 75% free and reduced lunch rate.

### Columbia Gorge Education Service District

#### **Counties Served: Wasco**

Focusing on building student leadership and academic engagement, the Columbia Gorge ESD Latinx Grant has facilitated student listening sessions in the Dufur School District and South Wasco County School District. As part of those listening sessions, students were highly engaged and openly shared their feelings about belonging at school. This feedback was shared with administration to encourage staff reflection on the intent vs. impact of their words. The program culminated bringing together parents, staff, students, and community members as they discussed key takeaways and next steps. Additionally, 40 students are preparing to attend the Voices in Action – OSU 4-H Outreach Leadership Institute at Oregon State University during spring break. This four-day residential program focuses on critical thinking, idea-sharing, networking, research, public speaking, and leadership development. This initiative continues to empower students and foster meaningful conversations about belonging, leadership, and school climate.

### Consejo Hispano

#### **Counties Served: Clatsop**

Consejo Hispano's educational programs are designed to empower students by connecting their education to their cultural heritage. This grantee focus is on fostering academic confidence, cultural awareness, and lifelong learning skills. Through engaging activities and lessons rooted in the students' unique backgrounds, Consejo Hispano helps participants build meaningful connections to their community while developing the tools they need to thrive academically and socially.

### Corvallis Environmental Center

#### **Counties Served: Benton and Linn**

This project serves PreK through 3rd grade students and their families through bilingual programming in NaturePlay preschool and the bilingual Farm to School programming in both Corvallis and Albany. Our NaturePlay vision is a culturally diverse preschool program with culturally responsive staff. Students are well prepared to be successful in kindergarten and beyond. Their connection to nature and each other will contribute to them being active participants in creating a healthy, sustainable community. Our Farm to School vision is a comprehensive, culturally diverse, and multifaceted food System for the mid-Willamette region of Oregon that integrates nutritious food, garden, and agriculture experiences into the fabric of our schools and the lives of our students and their communities.



Our education goal is to provide quality, bilingual, experiential learning opportunities for youth in this region that will contribute to long-term health outcomes and academic success. As a result of the program, children will have increased opportunities to develop life skills and

preferences for healthy food as they prepare and eat fresh foods, they will know more about how different cultures grow and utilize different foods and have practical, hands on learning experiences supporting academic goals.

### [Douglas Education Service District](#)

#### **Counties Served: Douglas**

Douglas ESD's LatinX Student Support Plan implements culturally responsive initiatives to foster identity, language, and academic exploration and success among LatinX students across Douglas County. The plan includes hiring Spanish-speaking Student Success Coaches to provide direct student support, professional learning for educators, and family engagement activities. Key efforts will focus on culturally relevant curriculum development, student union events, empathy interviews, and community listening sessions. Additionally, the initiative will strengthen family engagement by developing tailored support structures and workforce development opportunities. By integrating belonging-focused strategies and multilingual resources, this program aims to create a more inclusive and empowering educational environment for LatinX students and their families.

### [El Programa Hispano Catolico](#)

#### **Counties Served: Multnomah**

Provides comprehensive services to Latine students in PreK–5th grade to strengthen kindergarten readiness, early literacy and numeracy skills. The program also supports parents and caregivers of students from kindergarten through post–secondary education by offering year-round activities that increase their engagement in their student's education. Together, these efforts foster a supportive and affirming learning environment that promotes long-term academic success.

### [Hillsboro School District](#)

#### **Counties Served: Washington**

Since the fall, the Hillsboro School District (HSD) has been overseeing the implementation of the Latino/a/x Student Success Project in partnership with the Latino Network's ROSA Program across four middle schools: Evergreen, J.W. Poynter, R.A. Brown, and South Meadows. This initiative is designed to support Latino/a/x and Spanish-speaking students who are at risk of school disengagement, juvenile justice involvement, and community violence. The project focuses on comprehensive family needs assessments, coordinated care and case management, and mentorship to ensure students and families receive holistic support.

In this grant year, the program has worked to establish a strong foundation for student success by launching Jove Noble groups at two schools, facilitating one-on-one mentorship for students, planning for spring break camps and summer programming. Additionally, the ROSA Program coordinator has integrated into existing school structures, such as care team meetings, to enhance collaboration and make community resources more accessible. Through these efforts, the project aims to strengthen student engagement, improve academic outcomes, and reduce risky behaviors, ultimately fostering long-term success for Latino/a/x students in HSD.

### [Lane Education Service District](#)

#### **Counties Served: Lane**

The vision for Lane County is that it is a place where all LatinX & Indigenous (LatinX) families have a strong sense of belonging and access to tools with which to navigate the K-12 educational system in an effective and proactive manner. We will serve all 16 Lane County school districts by: a) expanding our successful Migrant Education Program to serve all LatinX families; b) creating a new partnership with Grupo Latino de Accion Directa (GLAD); and c) adding Juntos to our offerings. Our values center on cultural and community assets and being student-centered. By embodying these values, we will increase parent, family, guardian, and community engagement and leadership in the education of their students and grow a clear understanding of pathways to higher education, including professional certification programs, community college, and undergraduate institutions.

### [LISTO, Southern Oregon Child and Family Council, INC](#)

#### **Counties Served: Jackson**

The Listo Family Literacy Program promotes academic success and family engagement among Latino/a/x and Indigenous students in Jackson County through our hybrid afterschool family literacy programming for entire families. With the majority of our staff reflecting the community Listo serves, we deliver



services in a manner that centers and celebrates culture, identity, and language. While adults in the family learn English as a Second Language or Adult Basic Education in Spanish, youth receive homework help and enrichment supports up to 4 days per week. With over 80% of our participating families having young children in the home, Listo has a special focus on early literacy, engaging parents as partners in their child's school readiness journey.

Family engagement is further cultivated through Listo's parenting education and leadership development activities. Sessions, co-created by our parent participants, touch on child/youth development, behavioral health across the lifespan, and navigating school and community resources. Through this component, parents better understand their critical role in supporting their children at home and in the Oregon public school system. In response to our participants' needs, Listo proudly works with community partners to support youth and family behavioral health in a culturally specific manner, promoting a more inclusive coordinated system of care for the families we serve.

### [Multnomah Education Service District East County Bridges](#)

#### **Counties Served: Clackamas and Multnomah**

East County Bridges (ECB), a Multnomah Education Service District (MESD) Bridges program, is dedicated to increasing access, connection, and educational opportunities for youth experiencing disconnection. More than just a bridge, ECB is a pathway of support for students who have dropped out, are low-attending, or otherwise disengaged, as well as their families. Through its culturally specific Puente

Hacia El Futuro initiative, ECB empowers Latino/a/x and Indigenous youth across East County by providing bilingual Transition Specialists, educational advocacy, and family engagement services. Our vision is to see youth actively engaged in their education, connected to culturally relevant resources, and fully supported by their communities. By closing achievement gaps, increasing high school completion rates, and fostering family leadership, ECB equips students with the tools to shape their own futures.

### [The Next Door Inc](#)

#### **Counties Served: Hood River and Wasco**

Columbia Gorge Youth Connection is a student support service that places Bilingual/ Bicultural Youth Outreach Workers (YOWs) within local Schools. YOWs assist students with accessing the necessary resources to succeed, connect students to housing and food resources; community-based mentoring, in-school mentoring, mental health care or drug abuse treatment; oversee student support groups such as Inspiration Circle, Guys Group, Gay/Straight Alliance, Libros con Amigos, and the Latinx Youth Advisory Council; and support students struggling with attendance issues, poor academic performance, family conflict, or personal crisis.

### [Ontario School District](#)

#### **Counties Served: Ontario**

The Ontario School District, serving communities across Ontario, is committed to providing programs that foster academic success, leadership development, and cultural empowerment for its diverse student population. As part of this commitment, the district is using this grant funding to strengthen and expand the Latinos in Action (LIA) program for students in grades 7–12. LIA is a nationally recognized model designed to empower Latino youth through a blend of academic support, leadership training, and career and college readiness. By embedding LIA as a daily class within students' schedules, the program provides structured opportunities for students to build essential skills, explore their cultural identity with pride, and develop the confidence needed to pursue post-secondary education and long-term success. In addition to classroom instruction, the LIA program emphasizes meaningful connections between school, families, and the broader community. The grant funding supports increased family engagement initiatives, mentorship opportunities where older students guide younger peers, and community service projects that allow students to apply their leadership skills in real-world settings. These components help students become active contributors to their schools and neighborhoods while reinforcing the values of service, responsibility, and collaboration. With this comprehensive approach, the Ontario School District aims to ensure that participating students not only excel academically but also emerge as empowered leaders prepared to thrive in their future educational and career pathways

### [Plaza de Nuestra Comunidad](#)

#### **Counties Served: Lane**

Plaza de Nuestra Comunidad is partnering with local school districts and aiming to support Latinx and Indigenous\* student outcomes through three primary activities. First, Plaza works to increase family engagement by using several approaches, such as a family literacy program and adding a family engagement component to afterschool and summer programs for youth. Second, Plaza is increasing access to culturally-specific afterschool programming for middle and high school students, which includes activities to support students through transitions. Finally, Plaza is engaging with Latinx Student Unions in partner districts to help them grow their presence and strength.

### Tigard-Tualatin School District

#### **Counties Served: Washington**

The SSP Latino/e Grant will fund staffing to support the Welcome System Initiative, prioritizing the needs of Latino/e students, who make up 70% of TTSD's Multilingual Learners of English (MLEs). This initiative will be supported through a current reallocation of department funds, while the grant funds will be used to expand staffing capacity for the development and implementation of a sustainable welcome system. This work will assess current structures, identify gaps, and create a framework for reallocation of current resources and expansion of welcoming supports across the district. Funds will also support the integration of Ellevation, a data platform to improve progress monitoring, and professional development, including SIOP training, to ensure educators have the tools to serve newcomers effectively. This effort will address disproportionate outcomes for Latino/e students in TTSD by creating more inclusive, structured, and equitable systems of support.

### Todos Juntos

#### **Counties Served: Clackamas**

The Todos Juntos Latino/a/x grant focuses on our partnership with the Canby School District to meet skill needs in all of our programs based on State standards for ELD and for grade level literacy. The program has been working with the schools as we plan programming for next year. As we work on our literacy and



STEM options, we are collaborating on materials, goals, and culturally specific options for instruction. This will be an ongoing process as we add more programs. Together we are building a continuum of services with wraparound supports that honors our partnership with the school district, our strong Latino/a/x community, and our commitment to help our students find the strength of their voices. Through a focus on early literacy, afterschool and summer programming, transitions from 6th to 7th grades and 8th to 9th grades, and family and community connections we are committed to creating programming that is based on community needs and feedback.

### Western Oregon University

#### **Counties Served: Polk**

The Latinx SSP grant supports Western Oregon University's efforts to advance academic success, leadership development, and culturally responsive practices for Latinx students, WOU ESOL and dual language teacher candidates, and in-service bilingual educators. Funding provides stipends for library staff to implement bilingual family literacy programs and plan summer literacy activities, ensuring equitable access to early literacy opportunities. The grant also supports mentoring of WOU ESOL/dual language graduates by in-service teachers, professional development for Spanish Language Arts teachers, and culturally responsive mentoring PD for supervisors and cooperating teachers, enhancing leadership and instructional effectiveness. Additional funding supports the creation of individualized

bilingual resource kits, career and college readiness events, and student engagement programs including WOU MECHA, Unidos, and PACE mentoring, reaching hundreds of Latinx students annually. Community collaboration is further strengthened through the establishment of a WOU Community Partner Education Equity Committee to conduct equity audits, develop action plans, and assess impact on Latinx communities. Collectively, these activities address academic success, leadership development, and coordinated systems of care for Latinx students and educators, fostering equitable educational access and achievement.



## Resources

- [Latino/a/x and Indigenous\\* Student Success Plan](#) (main webpage)
- [Latino/a/x and Indigenous\\* Student Success Plan](#) (document)
- [American Indian/Alaskan Native Student Success Plan](#)
- [African American/Black Student Success Plan](#)
- [LGBTQ2SIA+ Student Success Plan](#)
- [Native Hawaiian/ Pacific Islander Student Success Plan](#)
- [Immigrant Refugee Student Success Plan](#)
- [Oregon Historical Society; Latine History In Oregon](#)
- [Supporting All Of Oregon's Students: Guidance for protecting and upholding the rights of immigrant students in Oregon's K-12 public schools](#)[NCELA; English Learner Toolkit](#)
- [Tribal History/ Shared History Lesson Plans](#) (Oregon Department of Education Office of Indian Education; some Spanish versions available)
- [NCELA Newcomer Toolkit](#)
- [Institute of Education Sciences; What Works Clearinghouse; Practice Guides](#)
- [Oregon Health Authority Student Health Survey](#)
- [ODE Gender Affirming Action Plan](#)
- [Oregon's Transformative Social and Emotional \(TSEL\) Frameworks and Standards](#)
- [Coming Out: Living Authentically as LGBTQ+ Latine Americans](#),
- [The Mental Health and Well-Being of Latinx LGBTQ Young People](#), The Trevor Project
- [Comunidad Latina](#), PFLAG Connects Virtual Meetings & Bilingual Resources list
- [Education Northwest; Latinx Teaching Resources to Use All Year](#)

