

Latino/a/x and Indigenous* Student Success Plan 2021

**Indigenous Mexican, Central, South American, and Caribbean*

Student Success Act - House Bill 3427

Oregon Department of Education

DRAFT

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Introduction

Student Success Act:

Signed into law in May of 2019, the Student Success Act (Oregon House Bill 3427) is a historic opportunity for Oregon schools. The measure makes significant investments in programs to support historically underserved students. When fully implemented this act will invest approximately \$2 billion for early learning and K-12 education.

The Student Success Act marks a turning point for education in Oregon.

- When fully implemented, our state will see an additional \$1 billion investment in education each year.
- This offers a new opportunity to improve outcomes for students who have been historically underserved by our system.

As part of the Student Success Act, the **Latino/a/x & Indigenous* Student Success Plan** directs the Oregon Department of Education to develop a statewide education plan for students in early childhood through post-secondary education who are Latino/a/x & Indigenous* or Hispanic, and experience disproportionate results in education due to current historical practices. Directs ODE to convene an Advisory Group to develop and implement the Plan, establish eligibility criteria, and adopt rules for implementation.

The Student Success Act, Latino/a/x and Indigenous* Student Success Sections, establishes membership criteria of the advisory group and components the Plan must address. It also requires ODE to submit a biennial report every even numbered year to the Interim Committee of the Legislative Assembly. The SSA requires ODE award grants to early learning hubs, providers of early learning services, school districts, post-secondary institutions, and community-based organizations, to implement the strategies in plan.

The Latino/a/x & Indigenous* Student Success Plan seeks to address 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.

In Oregon, Latino/a/x and Indigenous* make up nearly one in four students and are the largest non-white population in the state, and this number only continues to grow. Latino/a/x students are already the majority population (over 50%) in ten school districts across the state. This plan is critical in building understanding of this population and addressing strategies for educational success.

We must ensure the strategies we develop and implement will lead to better outcomes. Oregon must act now. The Student Success Act and the Latino/a/x and Indigenous* Student Success Plan are a roadmap to get there.

History of Latino/a/x Communities in Oregon

Latino/a/x communities have had a presence in Oregon for centuries. Beginning in the 1800's, Mexican citizens would travel freely between Mexico and the Oregon Territory. Mexican Vaqueros contributed to Oregon's early ranching industry in the central and eastern parts of the state. This was possible then because until 1848, the northern border of Mexico was only a few miles south of present day Ashland, Oregon (Nosotros). The Mexican-American War of 1846-1848 drastically changed political borders and increased tensions between the two nations.

During the 1930's and 1940's, Mexican laborers were critical in saving and growing Oregon's agricultural industry. When the US became involved in World War II, it established the Bracero Program to bring temporary contracted labor from Mexico. According to the law, Braceros were guaranteed a minimum wage, health care, and adequate housing, however many of these promises were not kept. Workers experienced substandard housing, unsafe working conditions, and faced racial discrimination. The Bracero Program brought 15,136 to Oregon.

After the end of the war, Oregon's agricultural industry continued to grow and more and more Mexican workers came to the state, this time bringing their families with them. Mexican communities were growing across the state in cities such as Woodburn, Hillsboro, Ontario, Medford, and the North Coast. The families of agricultural workers often lived in labor camps where they faced poor working and living conditions. They also experienced racial discrimination and social isolation due to growing tensions between white communities and communities of color across the country.

These conditions along with a growing Civil Rights movement nationally catalyzed Mexican American community members to begin organizing politically. The church played a role in helping Mexican Americans organize and begin advocating for improved working and living conditions. One of the first organizations fighting for the rights of Mexican American workers and families in Oregon was the Valley Migrant League (VML) out of Woodburn in 1964. Over the next ten years, the VML worked to provide services to migrant workers and their families around housing, health, education, and advocacy. Other organizations around the state also emerged to support and align with the national Chicano Rights Movement. These include Centro Cultural of Washington County in 1972, Virginia Garcia Memorial Health Center in 1975, and Pineros Campesinos Unidos del Noroeste (PCUN) in 1977.

Oregon's Latino population is growing at a rate faster than the national rate: 12 percent of the state's population is now Latino, representing 72 percent growth since 2000. The number of U.S.-born Latino Oregonians has increased 21 percent, compared to 1 percent growth in the number of foreign-born Latino Oregonians. While most of Oregon's Latinos are U.S.-born (64 percent), a sizable minority were born elsewhere, including approximately 96,000 undocumented immigrants.

A majority of Oregon's Latinos are of Mexican descent, but the state boasts representation from multiple Central and South American countries as well. The striking demographic difference between Oregon's Latino population and its white population is age: Oregon Latinos are significantly younger than white Oregonians. The median age for Latinos is 24 years, compared to 41 years for the white population. (Latinos in Oregon: Trends and Opportunities in a Changing State, Oregon Community Foundation)

It is important to recognize the rich diversity and differences within Latino/a/x and Indigenous* communities. A person of South American descent born and raised in Portland will have a very different experience than a Mexican who migrated to Eastern Oregon. It is in this diversity where the Latino/a/x diaspora has its greatest strength and policies to support these communities must take this into account in order to have significant impact.

Definitions

“Afro-Latino/a/x” means an individual from Mexican, Central American, South American, or Caribbean communities who identify with African ancestry.

“At-risk” refers to an unnatural state of vulnerability and risk within specific dominant educational metrics that historical and current-day oppression has disproportionately created for certain families, children and students, related (but not limited) to the following systemic factors: race, ethnicity, gender, sexuality, English language proficiency, socioeconomic status, special needs and disabilities, and geographic location, including that which has resulted from gentrification and displacement.

“Central American” means an individual of descent from: Belize, Costa Rica, El Salvador, Guatemala, Honduras, Nicaragua, or Panama, including Black, Afro-Latino/a/x, and Indigenous communities residing in those nations.

“Community-Based Organization” means a nonprofit organization that is reflective of a community or significant segments of a community it seeks to serve.

“Community Voice” means that members representing the community served by the project will be involved in co-constructing the project design, implementation, and/or providing strategic guidance in final decision-making.

“Culturally Responsive” means the implicit recognition and incorporation of the cultural knowledge and experience of students served by the plan in teaching, learning and assessment. This includes identifying and valuing: students’ cultural assets in instruction and assessment; diverse frames of reference that correspond to multifaceted cultural perspectives/experiences; and performance styles in the classroom that do not reflect dominant values of achievement or success.

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

“Disaggregated data” is data that has been divided into detailed sub-categories such as geographic region, race, ethnicity, English fluency, disabilities, gender, socioeconomic status, etc. It can reveal inequalities and gaps between different sub-categories that aggregated data cannot. The accuracy and quality of this data is also dependent on data collection methods and processes that may be biased towards the values of the dominant education system and therefore require critical reflection on whether target focal group issues are truly emerging through the disaggregated data.

“Disproportionate” refers to unequal or inequitable differences in access and outcomes that historical and current-day White supremacy has created between certain families, children and students. What is “proportionate,” however, must also be critically analyzed and addressed in terms of its values, intent, and ideology.

“Evidence-based” refers to forms of validation that do not just stem from dominant educational research but include community-driven, indigenous, Tribal, culturally-specific, non-dominant and non-Western ways of knowing, being, and researching. Instructional practices, activities, strategies, or interventions that are “evidence-based” should not just privilege scientific evidence, but also be driven by evidence stemming from the perspectives of those affected by those practices, activities, strategies, or interventions.

“Indigenous” means an individual from Mexican, Central American, South American, or Caribbean communities who identify with indigenous or tribal communities from those geographic regions.

“Latino/a/x and Indigenous* Student Success Grant” or “Grant” means a grant established by ORS 329.845.

“Latino/a/x and Indigenous* Student Success Plan” means the plan established by ORS 329.845 and adopted by the State Board of Education.

“LGBTQ2SIA+” means a term that encompasses multiple gender identities and sexual orientations including Lesbian, Gay, Bisexual, Transgender, Queer, Two-Spirit, Intersex, and Asexual. The plus sign (“+”) recognizes that there are myriad ways to describe gender identities and sexual orientations. It is also important to recognize that the challenges and barriers for students who identify as lesbian, gay, bisexual, queer can be different from the challenges and barriers faced by students with diverse and/or expansive gender identities and expressions.

“Opportunity gap” refers to the effects and disparities the dominant, White supremacist system and culture has historically, currently, and intentionally created for groups of students where factors such as race, ethnicity, socioeconomic status, English proficiency, geography, financial wealth, gender, sexuality, familial situations, and disabilities determine or constrain what opportunities the system offers and how these affect their educational aspiration, achievement, and attainment. These effects and disparities form an educational debt that the

dominant educational system owes to marginalized students as well as a need to address and shift the system itself.

"Partnership" means a group of organizations, Tribes, districts or individuals who agree to work together with a common interest and shared vision. In a partnership, there is a high level of trust and 2-way communication, and differences in power and privilege are addressed. Roles and responsibilities on all sides are well-defined and developed with shared authority in decision making. There might be shared space and staff, with expectations and agreements in writing.

"South American" means an individual of descent from: Brazil, Colombia, Argentina, Peru, Venezuela, Chile, Ecuador, Bolivia, Paraguay, Uruguay, Guyana, Suriname, French Guiana, Falkland Island including Black, Afro-Latino/a/x, and Indigenous communities residing in those nations.

"Stakeholder" refers to groups and individuals who are vested in a shared goal, purpose, system, project or issue. While stakeholders should be engaged collaboratively, power and privilege dynamics often enter and must be addressed. "Direct stakeholders" are those who work on the system, issue, or project directly and regularly, while "indirect stakeholders" are those who are affected and impacted by the system, issue, or project and therefore invested in its outcomes. Both are critical to engage. Consideration should be given to refer to groups directly by their names instead of "stakeholders" to recognize their sovereign and unique identity.

"Student" means a student enrolled in early childhood through post-secondary education who:

(a) Is Latino/a/x, Hispanic, Black, Afro-Latino/a/x, or Indigenous, including individuals of Mexican, Cuban, Puerto Rican, Dominican, South American or, Central American descent; and

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

"Underrepresented" refers to communities, groups, families and students that due to systemic barriers and intersectional oppression have been excluded and limited proportionate access to the dominant educational system despite efforts to participate. This includes students of color, tribal students, English language learners, LGBTQ2SIA+ students, students experiencing and surviving poverty, students with special needs or disabilities, women/girls, and students from rural communities.

"Underserved" refers to communities, groups, families and students that the dominant educational system has historically and currently excluded, impacted, marginalized, underserved and/or refused service due to institutionalized and intersectional racism and systemic oppression. This includes students of color, tribal students, English language learners,

LGBTQ2SIA+ students, students experiencing and surviving poverty, students with special needs or disabilities, women/girls, and students from rural communities.

Student Outcome Data

The Oregon Department of Education collects and analyzes many points of data from students, families, and schools across the state. Data can be used to measure progress and help us determine how to invest our resources and efforts. However, numbers alone are not sufficient to understand a community’s strengths and challenges. We need stories to accompany the data so we understand what the data means. Additionally, there are many potential data points we do not currently collect which can help us learn more about how to best serve our students.

Latino/a/x Student Populations in Oregon Schools

Of the 582,661 students enrolled in 2019-20 across the state, 138,273 identified as Hispanic/Latino (23.73 percent). This population of students has grown approximately seven percent since the 2015-16 school year.

There are two major considerations to this data. Currently, schools only collect one racial/ethnic identity for students, otherwise they are classified as multi-racial. This means other students who identify as Latino/a/x or Hispanic along with another race or ethnicity may be counted as multi-racial students. Our current data models do not allow us to count students who identify as more than once racial or ethnic identity.

Additionally, we currently do not collect data for students who identify as Indigenous from Mexico, Central, South America or the Caribbean. These students and their families might identify as Hispanic or Latino/a/x solely due to their geographic origins. These students could also identify themselves as American Indian/Alaska Native which undermines efforts by Oregon’s Tribes to accurately identify their community members.

Finally, this data does not help us understand how many students identify as Black or Afro Latino/a/x.

School Year	American Indian/ Alaska Native	Asian	Black/African American	Hispanic/Latino	Multi-Racial	Native Hawaiian/ Pacific Islander	White	Total
2015-16	8,305	22,726	13,744	129,410	32,597	4,032	365,593	576,407
2016-17	8,184	23,067	13,654	131,089	34,200	4,172	364,581	578,947
2017-18	7,724	23,324	13,509	133,822	35,677	4,232	362,396	580,684
2018-19	7,280	23,267	13,301	136,186	37,136	4,363	360,197	581,730

2019-20	7,010	23,208	13,176	138,273	38,306	4,431	358,257	582,661
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Race/Ethnicity	Percent Difference since 2015-2016
American Indian/Alaskan Native	-15.59 (decrease)
Asian	2.12 (increase)
Black/African American	-4.13 (decrease)
Hispanic/Latino	6.85 (increase)
Multi-Racial	17.51 (increase)
Native Hawaiian/Pacific Islander	9.9 (increase)
White	-2.01 (decrease)

Discipline Incidents by Student Group – Suspensions and Expulsions

Please note, the number of in-person school days in the 2019-20 school year was reduced due to COVID-19 and the shift to Distance Learning for All. This explains the reduction in percent of students with one of more discipline incidents in 2019-20 and the fluctuations in the below data table. We included data from the 2018-19 school year to provide discipline rates reflecting a full year of in-person learning.

Please use caution when comparing data across school years.

Student Group	Percent of Enrolled Students with One or More Discipline Incidents in the 2019-20 School Year	Student Group	Percent of Enrolled Students with One or More Discipline Incidents in the 2018-19 School Year
Total	4.9%	Total	6.5%
Male	6.9%	Male	9.2%
Female	2.7%	Female	3.7%
Non-Binary	6.3%	Non-Binary	4.2% to 9.9%
Asian	1.3%	Asian	1.8%
Black/African American	10.0%	Black/African American	12.6%
Hispanic/Latino	5.5%	Hispanic/Latino	7.4%
American Indian/Alaska Native	9.2%	American Indian/Alaska Native	12.8%
Multi-Racial	5.4%	Multi-Racial	7.0%
Native Hawaiian/Pacific Islander	7.0%	Native Hawaiian/Pacific Islander	8.2%
White	4.5%	White	6.0%

Source: 2019-20 Spring Membership Approximation, Discipline Incidents, Title III: English Learner.

Includes only discipline incidents resulting in suspension (in school or out of school) or expulsion.

Note: Multi-Racial does not include students who reported Hispanic Ethnicity – these students are all reported under Hispanic. See the [Federal Race and Ethnicity Reporting Assistance Manual](#) for more information.

For more data regarding discipline incidents, please see the [School Discipline, Bullying, and Restraint and Seclusion](#) page.

The National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), also known as "[The Nation's Report Card](#)," has conducted national assessments since 1969 in many content areas, including social studies and the arts. Since 1990, NAEP has produced reports on student achievement at the state as well as the national level in mathematics, reading, science and writing. The [National Center for Education Statistics](#) within the U.S. Department of Education is responsible for carrying out NAEP. The independent, non-partisan [National Assessment Governing Board](#) oversees and sets policy for NAEP.

National Assessment of Educational Progress: Reading, Grade 4, 2019

NAEP reports achievement levels and average scale scores. Average scale scores for reading are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level
NAEP Proficient	Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter
NAEP Advanced	Superior performance beyond NAEP Proficient

NAEP Achievement Levels:

2019 NAEP Grade 4 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	9	25	30	36	99
	United States	9	26	31	35	98*
English Learners	Oregon	#	2	14	84	97
	United States	1	8*	25*	65*	94*
Hispanic origin	Oregon	3	14	30	52	99
	United States	4	19*	31	46*	97*
White (not of Hispanic origin)	Oregon	11	28	31	31	99
	United States	12	32*	31	24*	99*

National Assessment of Educational Progress: Reading, Grade 8, 2019

2019 NAEP Grade 8 Reading Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	5	29	39	27	99
	United States	4	29	39	28	98*
English Learners	Oregon	#	1	14	85	94
	United States	#	3	24*	73*	92
Hispanic origin	Oregon	2	19	40	40	98
	United States	1	20	40	38	97
White (not of Hispanic origin)	Oregon	5	34	39	22	99
	United States	5	36	39	19	98*

Achievement level results from the 2019 NAEP reading assessment revealed very similar outcomes for most groups of Oregon 4th graders compared to 4th graders in the nation's public schools. However, larger percentages of Oregon English Learners, Hispanic students and White students performed at the "Below Basic" level and smaller percentages performed at the "NAEP Proficient" level than their peers nationally. Also, a smaller percentage of Oregon English Learners scored at the "NAEP Basic" level than English Learners in the nation's public schools.

National Assessment of Educational Progress: Mathematics, **Grade 4**, 2019

NAEP reports achievement levels and average scale scores. Average scale scores for math are expressed on a 0-500 scale. NAEP has three achievement levels: NAEP Basic, NAEP Proficient and NAEP Advanced. The [National Assessment Governing Board](#) defines the NAEP achievement levels as follows:

NAEP Basic	Partial mastery of prerequisite knowledge and skills that are fundamental for performance at the NAEP Proficient level
NAEP Proficient	Solid academic performance for each NAEP assessment. Students reaching this level have demonstrated competency over challenging subject matter, including subject-matter knowledge, application of such knowledge to real world situations, and analytical skills appropriate to the subject matter
NAEP Advanced	Superior performance beyond NAEP Proficient

NAEP Achievement Levels:

2019 NAEP Grade 4 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	9	29	38	25	99
	United States	9	32*	40	20*	98*
English Learners	Oregon	#	4	27	68	96
	United States	1	15*	43*	41*	95
Hispanic origin	Oregon	3	16	38	42	97
	United States	3	24*	45*	27*	97
White (not of Hispanic origin)	Oregon	11	34	38	17	99
	United States	12	40*	36	12*	99

National Assessment of Educational Progress: Mathematics, Grade 8, 2019

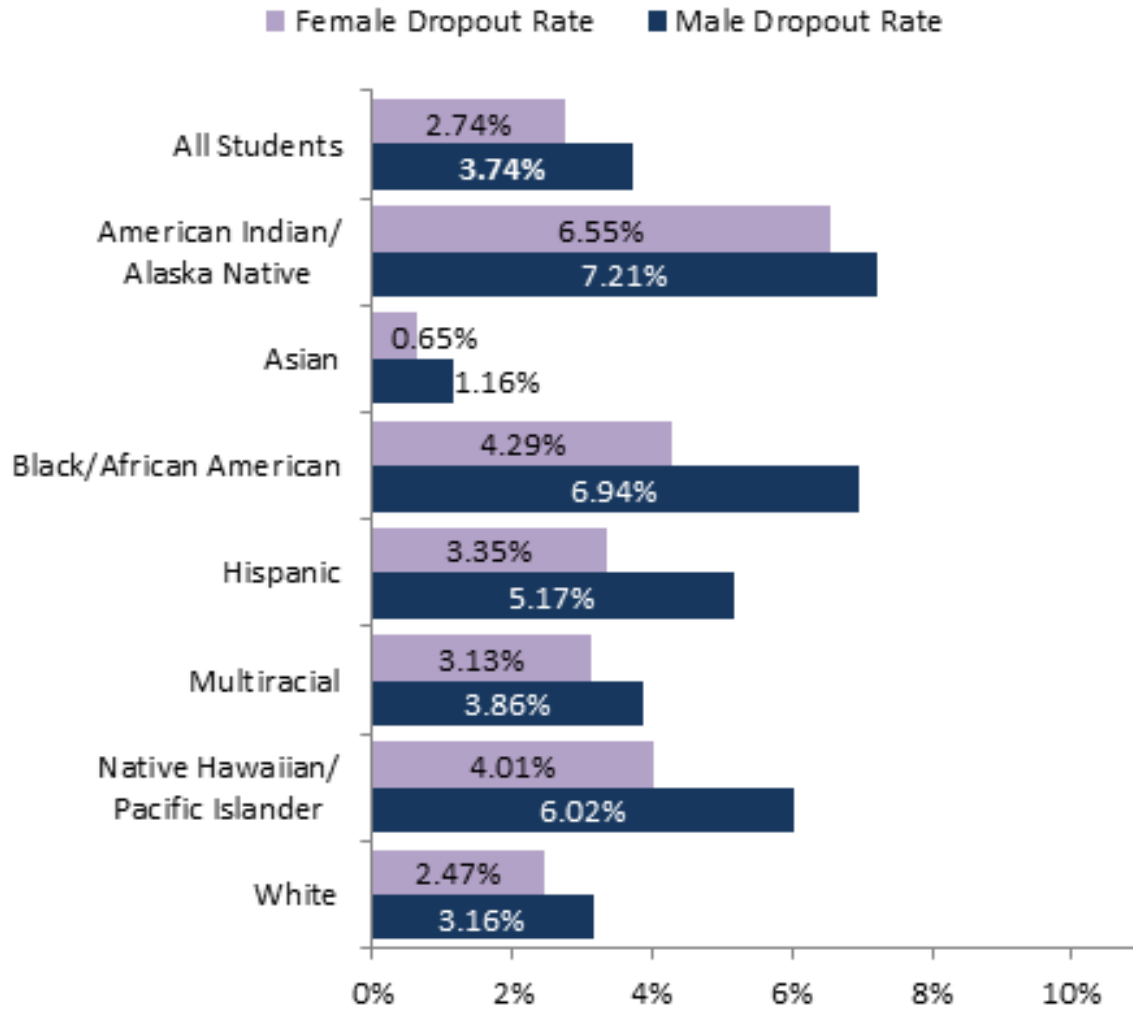
2019 NAEP Grade 8 Math Results Achievement Levels & Participation Rates		NAEP Advanced %	NAEP Proficient %	NAEP Basic %	Below Basic %	Participating %
All Students	Oregon	10	22	36	33	99
	United States	10	23	35	32	98
English Learners	Oregon	#	1	10	89	93
	United States	1	4	22*	73*	93
Hispanic origin	Oregon	3	11	31	55	98
	United States	3	16*	37*	43*	98
White (not of Hispanic origin)	Oregon	11	27	38	25	99
	United States	13	30*	36	21*	99

Achievement level results from the 2019 NAEP mathematics assessment show that larger percentages of all Oregon 4th graders, Economically Disadvantaged students, English Learners, Female students, Male students, Hispanic students, students of two or more races, and White students performed at the "Below Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon Economically Disadvantaged students, English Learners and Hispanic students scored at the "NAEP Basic" level than their peers nationally. Smaller percentages of all Oregon 4th graders, English Learners, Hispanic students, students of two or more races, and White students performed at the "NAEP Proficient" level, and a smaller percentage of Oregon students of two or more races scored at the "NAEP Advanced" level, than their peers in the nation's public schools.

In 8th grade, larger percentages of Oregon English Learners, Hispanic students, and White students performed at the "Below Basic" level than their peers in the nation's public schools. Smaller percentages of Oregon English Learners and Hispanic students scored at the "NAEP Basic" level, and smaller percentages of Oregon Hispanic students and White students performed at the "NAEP Proficient" level, than their peers nationally.

Dropout Rates by Race/Ethnicity and Gender

Grades 9-12, 2018-19



Success Plan Strategies

The Student Success Act requires that we address the following:

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

The plan developed and implemented under this section must provide strategies to:

- (a) Address the disproportionate rate of disciplinary incidents involving plan students compared to all students in the education system;
- (b) Increase parental engagement in the education of plan students;
- (c) Increase the engagement of plan students in educational activities before and after regular school hours;
- (d) Increase early childhood education and kindergarten readiness for plan students;
- (e) Improve literacy and numeracy levels among plan students between kindergarten and third grade;
- (f) Support plan student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance;
- (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
- (h) Support the development of culturally responsive curricula from early childhood through post-secondary education;
- (i) Increase attendance of plan students in community colleges and professional certification programs; and

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

The purpose of these strategies is to help inform statewide ODE policies and investments, and establish goals and outcomes for the Latinx Student Success Grants. These grants are available to community-based organizations, school districts, educational service districts, post-secondary institutions, early-learning providers, and tribes to address the goals and objectives in the plan. These grants represent the community-level investments to address the educational opportunity gap experienced by Latino/a/x and Indigenous* students.

Values

This plan represents a bold and significant investment to close the educational opportunity gap and eliminate educational disparities experienced by Latino/a/x and Indigenous* students. The following values guide and shape our approach:

Student Centered: The emphasis and purpose of the plan is to address educational disparities faced by Latino/a/x and Indigenous* students. This means all strategies, goals, actions, and outcomes should ultimately lead to creating conditions for student success.

Systems Change and Equity: Systemic problems require systemic solutions. This means, efforts and strategies in the plan should focus on addressing the systemic causes of educational disparities. Policy and systemic solutions must also work to right the wrong of historic and current inequities by centering those most impacted.

Centering cultural and community assets: Latino/a/x and Indigenous* students and their families bring a wealth of cultural knowledge, experiences, and leadership. Solutions should be designed with family and community as partners and should center their leadership and experiences rather than simply as the recipients of services.

A major focus of these grants is creating conditions for long-term systemic change. The educational opportunity gap between white students and students of color exists because of years of racism and policy decisions built into our educational system. Systemic problems require systemic solutions. This means examining, fixing, and if needed, dismantling policies which contribute to educational disparities. Strategies in this plan will be labeled using the following three categories:

People - Includes programs and services that benefit individuals or groups of people. Usually involves providing a service or benefit on a one-time or on-going basis.

Practice - Involves educator training and development to address cultural understanding. Can lead to new policies, pedagogical practices, and new ways to engage with students and families with a greater emphasis of disrupting inequity.

Policy - Involves re-examining, updating, and/or dismantling policies and institutional practices which advertently or inadvertently create disparities for students and families. Policy and systems change has the potential to be far more impactful than simply providing programs. The focus is on fixing the system, not the student.

Responsibility & Accountability

In order to create the conditions for systems and policy change which is impactful and can have long-lasting effects, it is important to understand which institutions and entities are responsible for what. This delineation ensures we develop appropriate outcomes and measures for success depending on the entity responsible. These entities include:

State level: Oregon Department of Education

Local level: School districts, college, and universities, educational service districts, tribal governments

Community Level: Community-based organizations, early learning providers

GOAL 1

Student Success

To create the conditions for Latino/a/x and Indigenous* student success we must invest in systemic efforts which seek to close the opportunity gap. This takes place by supporting students academic, social, and emotional needs and by utilizing the strengths of the communities and cultures. We envision schools where all educators have a deep understanding of the context of our students' lives either through meaningful professional development or by having an educator workforce which reflects the communities they serve.

STRATEGY: Address the disproportionate rate of disciplinary incidents involving Latino/a/x and Indigenous* students compared to all students in the education system.	
Why it matters: Students of color are more adversely impacted by school discipline which feeds the school-to-prison pipeline. Efforts to reduce disproportionate discipline affecting students of color have seen social, emotional, and academic improvements for students of color.	
Actions	Outcomes
Schools provide social and emotional support resources internally or through community partnerships. <i>(People)</i>	Increase in resources directed to address mental health. Increase in partnerships with culturally-specific organizations around mental and behavioral health, and wrap-around resources.
Educator professional development focuses on student-centered, trauma informed, and culturally-affirming practices for addressing students' behavioral needs. <i>(Practice)</i>	Increase in the number of teachers trained in alternative behavioral support practices. Implementation of new trauma-informed and restorative practices in schools.
Schools establish conduct and discipline policies which are student-centered, trauma informed, and culturally-affirming. <i>(Policy)</i>	Decrease in rate of disciplinary actions (suspensions, expulsions) for Latino/a/x and Indigenous* students. Implementation of new policies established which center equity and mental health measures adopted. Decrease in punitive disciplinary policies.

Alignment with other educational initiatives and agencies:

- Safe and Inclusive Schools
- African American Black Student Success Plan
- American Indian Native American Student Success Plan
- LGBTQ2SIA+ Student Success Plan

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

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

Actions	Outcomes
Schools offer culturally-specific before and after school programs for students and/or family either internally or through community partnerships. <i>(People)</i>	Increase of Latino/a/x and Indigenous*students involved in before and after school programs. Increase in partnerships with culturally-specific organizations to provide before and after school programs.
Establish partnerships with local families to address barriers to before and after school participation. <i>(Practice)</i>	Increase in culturally-specific before and after school programs. Increase in families' trust and engagement with school as determined by assessments.
Schools address barriers to participation for Latino/a/x & Indigenous*students in before and after school activities - ie financial, transportation. <i>(Policy)</i>	

Alignment:

- Safe and Inclusive Schools

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

Why it matters: Educational disparities exist for Latino/a/x and Indigenous* students as indicated by statewide assessments in reading and math. We want schools to invest in equitable strategies to ensure all students can achieve a high quality education.

Action	Outcomes
Develop targeted, culturally-specific efforts to improve reading and math scores by third grade. This includes supporting students directly, working families, and partnering with culturally-specific organizations. <i>(People)</i>	Increase in math and reading scores between kindergarten and third grade for Latino/a/x and Indigenous* students. Increase in family’s knowledge of math and reading goals and curricula between kindergarten and third grade.
Engage in educator professional development focused on targeted, equity-focused practices designed to close the opportunity gap and/or engage families in the learning process. <i>(Practice)</i>	Increase in partnerships with culturally-specific organizations to support students’ reading and math scores. Increase in partnerships with culturally-specific organizations to support family engagement.
Create and sustain school and district policies which reflect efforts to close the gap in reading and math scores such as budgeting decisions and hiring of educators focused on addressing the gaps. <i>(Policy)</i>	Increase in school and district funding and investments to support efforts to close the gap in reading and math.

Alignment:

- Educator Advancement Council

STRATEGY: Support student transitions to middle school and through the middle school and high school grades to maintain and improve academic performance.

Why it matters: Transitioning to middle school and to high school can be challenging for students and families. There are new requirements, expectations, they need to learn about as well as how to best prepare for graduation and beyond. Schools should invest in efforts to support students in their educational journey.

Actions	Outcomes
<p>Create new efforts for supporting Latino/a/x and Indigenous* students transition to middle school and to high school. <i>(People)</i></p> <p>Create new efforts to engage Latino/a/x and Indigenous* families in the transitions to middle school and to high school. <i>(People)</i></p>	<p>Latino/a/x and Indigenous* students see an increase in awareness and knowledge of graduation requirements.</p> <p>Latino/a/x and Indigenous* student attrition from elementary to high school reduces.</p> <p>Latino/a/x and Indigenous* families see an increase in awareness and knowledge of graduation requirements.</p> <p>Increase investment and funding for key staff to support Latino/a/x and Indigenous* students during transitions.</p>
<p>Create new professional development for educators to improve transitions between elementary to middle school and middle school to high school for Latino/a/x & Indigenous* students. <i>(Practice)</i></p>	<p>Implementation of new assessments and measures established to assess and reduce Latino/a/x and Indigenous* student attrition from elementary to graduation.</p>
<p>Implement and sustain district policies and investments to reduce attrition of Latino/a/x and Indigenous* students to middle school and to high school. This includes connecting student achievement outcomes to district leadership accountability and evaluation. <i>(Policy)</i></p>	

Alignment:

- Educator Advancement Council
- Office of Teaching and Learning

STRATEGY: Support culturally responsive pedagogy and practices from early childhood through post-secondary education.

Why it matters: Culturally specific approaches to teaching are impactful as they connect the learning to the students and the families in ways which respect culture and language and see them as assets.

Action	Outcomes
Establish partnerships established with Latino/a/x and Indigenous* students and families to integrate culture and language in classroom approaches. <i>(People)</i>	Increase in student engagement in the classroom as determined by assessment measures. Increase in family and community leadership and input on pedagogy and practices in the classroom. Increase in new and on-going partnerships with culturally-specific professional development trainers.
Create and sustain implementation of new professional development for educators to implement culturally specific pedagogy and practices in the classroom targeted at Latino/a/x & Indigenous* students. <i>(Practice)</i>	
Establish district and school policies and investments to support culturally specific approaches for Latino/a/x and Indigenous* students. This includes connecting student achievement outcomes to district leadership accountability and evaluation. <i>(Policy)</i>	

Alignment:

- Educator Advancement Council
- Office of Teaching and Learning

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

Why it matters: Culturally specific content in the classroom which focuses on students’ culture, history and language have been shown to positively impact student engagement. These standards will equip students with a more robust historical narrative that centers on the histories, contributions, and perspectives of historically, traditionally and/or currently marginalized communities and individuals. This is part of a larger effort to increase and broaden Ethnic Studies across Oregon.

Action	Outcomes
<p>Create and offer courses and instructional materials that reflect culturally specific curricula, including but not limited to ethnic studies. <i>(People)</i></p> <p>Ensure that materials offered in schools and classrooms reflect greater emphasis on Latino/a/x and Indigenous* culture, history, and language. <i>(People)</i></p> <p>Establish partnerships established with culturally specific organizations to provide curricula on Latino/a/x and Indigenous* culture, history, and language. <i>(People)</i></p>	<p>Increased curricular materials and offerings focus on Latino/a/x and Indigenous* culture, history and/or language.</p> <p>Increase in culturally specific content across grades and courses.</p> <p>Increase in student engagement and satisfaction in the classroom as determined by assessment measures.</p> <p>Increased in engagement of culturally specific organizations in delivering curricula.</p> <p>Increase in new and on-going partnerships with culturally-specific professional development trainers.</p>
<p>Seek out and offer new professional development for educators to implement and integrate culturally specific curricula across grade levels and content materials. <i>(Practice)</i></p>	
<p>Create and implement district and school policies and investments to support culturally specific curricula for Latino/a/x and Indigenous* students. This includes connecting student achievement outcomes to district leadership accountability and evaluation. <i>(Policy)</i></p>	

Alignment:

- Educator Advancement Council
- Office of Teaching and Learning
- Ethnic Studies (HB 2845/ HB 2023)
- Tribal History/Shared History
- Holocaust and other Genocides
- Ethnic Studies and Inclusive Education

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

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

Actions	Outcomes
Establish new efforts and initiatives to increase kindergarten readiness for Latino/a/x and Indigenous* children. This includes efforts developed by schools, early learning providers, or culturally-specific organizations. (<i>People</i>)	Increase of Latino/a/x and Indigenous* children in childcare and preschool programs. Increase in kindergarten readiness for Latino/a/x and Indigenous* children as determined by assessment measures.
Create and sustain implementation of new professional development for early learning educators focusing on supporting Latino/a/x and Indigenous* children and families. (<i>Practice</i>) Establish new efforts to diversify early learning workforce to reflect families served culturally and linguistically (<i>Practice</i>)	Increase in Latino/a/x and Indigenous* family engagement in kindergarten readiness as determined by assessment measures. Increase in diversity of staff and educators in early learning settings. Increase in new and on-going partnerships with culturally-specific professional development trainers.
Create and implement district and school policies and investments to support culturally specific early learning readiness Latino/a/x and Indigenous* children. (<i>Policy</i>)	

Alignment:

- Oregon Early Learning Division

GOAL 2**Family and community engagement**

Strong family engagement is critical for student success. Families who are familiar with the school system, academic requirements, and have trusting relationships with their children’s school can support their students’ success. We envision schools who engage families through culturally-specific and linguistically appropriate methods, engage family and community leadership in policy and decision-making, and work to earn and maintain their trust. This create a true family-community-school partnership working together to ensure Latino/a/x and Indigenous* student success.

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

Why it matters: Strong family engagement can contribute to student success. Schools who invest time, staff, and resources in family and community engagement see positive returns in student achievement. Schools should partner with and center the experiences of families and communities most impacted by educational disparities to develop equitable solutions.

Action	Outcomes
<p>Develop new culturally-specific and linguistically appropriate efforts and initiatives to engage Latino/a/x and Indigenous* families in their students’ academic progress internally or in partnership with culturally specific organizations. (<i>People</i>)</p> <p>Establish partnerships Schools establish Latino/a/x and Indigenous* family and community leadership structures. (<i>People</i>)</p>	<p>Increase in family engagement and school satisfaction as determined by assessment measures.</p> <p>Increase in family and community trust in school as determined by assessment measures.</p> <p>Increase in multilingual, culturally specific, and linguistically appropriate investments in communication.</p>
<p>Create and sustain implementation of new professional development practices for educators adopted which focus on family engagement and relationship building (<i>Practice</i>)</p>	
<p>Ensure all school and district documentations and communications are</p>	

<p>provided in linguistically appropriate ways. (<i>Practice</i>)</p>	
<p>Create and implement district and school policies and investments to support family engagement. This includes hiring more bicultural staff, investing in multilingual communications tools. (<i>Policy</i>)</p> <p>Create and implement district and school policy and decision-making leadership structures which are in partnership with Latino/a/x and Indigenous* families and communities. (<i>Policy</i>)</p>	
<p>Alignment:</p> <ul style="list-style-type: none"> • What other units and initiatives at ODE support this strategy? 	

GOAL 3**Strengthening Pathways to Higher Education**

Currently in Oregon, Latino/a/x and Indigenous* students represent approximately 24 percent of the total K-12 student population, however, they only represent about 14 percent of students in higher education. By 2025, Oregon wants to see 40 percent of young adult Oregonians with a four-year degree or more, and 40 percent will complete a two-year degree or short-term career certificate. This means we need focused investments and efforts in Oregon’s K-12 schools to ensure Latino/a/x and Indigenous* students can pursue a higher education. School districts, community colleges, universities, and culturally-specific organizations can form strong partnerships to create pipelines to higher education.

STRATEGY: Increase attendance of Latino/a/x and Indigenous* students in community colleges and professional certification programs.

Why it matters: Oregon’s community colleges currently serve over a quarter-million students with approximately 14 percent who are Latino/a/x and Indigenous*. They offer students an accessible and affordable path to higher education either as an entry point towards a four-year degree or a career path.

Action	Outcomes
Develop culturally-specific college prep programs and efforts for Latino/a/x & Indigenous* students and families internally or in partnership with culturally-specific organizations. (<i>People</i>)	<p>Increase in Latino/a/x and Indigenous* student knowledge of college prep requirements and determined by assessment measures.</p> <p>Increase in Latino/a/x and Indigenous* family knowledge of college prep requirements and determined by assessment measures.</p>
Ensure educator practices integrate and implement culturally-specific approaches for post-secondary preparation. (<i>Practice</i>)	<p>Increase in formalized partnerships between school districts and community colleges.</p>
Establish partnerships between school districts and their local community colleges to promote Latino/a/x and Indigenous* student enrollment. (<i>Policy</i>)	<p>Increase in school staff and educator positions focused on Latino/a/x and Indigenous* student college prep and support.</p>

Invest in staff and programs to promote and support Latino/a/x and Indigenous* college student enrollment. (<i>Policy</i>)	
<p>Alignment:</p> <ul style="list-style-type: none"> • Oregon Higher Education Coordinating Commission 	

<p>STRATEGY: Increase attendance of plan students in four-year post-secondary institutions of education</p>	
<p>Why it matters: Oregon’s four-year colleges and universities currently serve approximately 126,000 students with approximately 14 percent who are Latino/a/x and Indigenous*. A four-year degree allows students to reach their highest potentials, build trajectories to family-wage careers, foster a more just society, and break patterns of intergenerational poverty. (Oregon Higher Education Coordinating Commission)</p>	
Action	Outcomes
Develop culturally-specific college prep programs and efforts for Latino/a/x & Indigenous* students and families internally or in partnership with culturally-specific organizations. (<i>People</i>)	<p>Increase in Latino/a/x and Indigenous* student knowledge of college prep requirements and determined by assessment measures.</p> <p>Increase in Latino/a/x and Indigenous* family knowledge of college prep requirements and determined by assessment measures.</p>
Ensure educator practices integrate and implement culturally-specific approaches for post-secondary preparation. (<i>Practice</i>)	<p>Increase in formalized partnerships between school districts and four-year colleges.</p> <p>Increase in school staff and educator positions focused on Latino/a/x and Indigenous* student college prep and support.</p>
Establish partnerships between school districts and four-year colleges and universities to promote Latino/a/x and Indigenous* student enrollment. (<i>Policy</i>)	

Invest in staff and programs to promote and support Latino/a/x and Indigenous* college student enrollment. (*Policy*)

Alignment:

- Oregon Higher Education Coordinating Commission

GOAL 4**Investing in the Infrastructure of Education**

This section is unfinished as of April 13.

STRATEGY: Address safety and inclusiveness for students and youth who are immigrant, refugee, first generation, and DACA with a priority on DACA.*

Why it matters:

Action	Outcomes
Schools partner with community based organizations to support students and youth who are immigrant, refugee, first generation, and DACA. (<i>People</i>)	Increase of school and CBO partnerships with equitable dollars invested. Increase in teacher and staff training around supporting needs of DACA students and youth.
School districts will ensure their enrichment programs and activities are inclusive of DACA students and youth including college and post-secondary related activities. (<i>Practice</i>)	School districts develop and/or audit their policies to support DACA students and youth.
School districts will develop policies to ensure safety and inclusiveness of DACA students and youth. (<i>Policy</i>)	

Alignment:

What other units and initiatives at ODE support this strategy?

Possibly Title III: Recent Arrivers

<https://www.oregon.gov/ode/schools-and-districts/grants/ESEA/EL/Pages/Data-Collections.aspx>

STRATEGY: Increase the number of Latino/a/x educators*

Why it matters:

Action	Outcomes
Establish or strengthen mentoring programs for Latino/a/x & Indigenous*teachers (<i>People</i>) Establish or strengthen affinity groups for Latino/a/x & Indigenous* teachers (<i>People</i>) Increase pathway programs and scholarships for future Latino/a/x & Indigenous* teachers and administrators. (<i>People</i>)	New mentoring programs established or strengthened. New affinity groups established or strengthened. New career pathways and scholarships established. New career pathways established for future teachers who are DACA, immigrant, refugee, etc.
Establish or strengthen career pathways for future teachers who have differing documentation statuses (DACA, immigrant, refugee, etc.) (Practice, Policy)	

Alignment:

What other units and initiatives at ODE support this strategy?

STRATEGY: Mental and Behavioral Health	
Why it matters:	
Action	Outcomes
Alignment:	
<ul style="list-style-type: none"> • 	

STRATEGY: Special Education	
Why it matters:	
Action	Outcomes
Alignment:	
<ul style="list-style-type: none"> • 	

STRATEGY: Investment in CTE, STEM, STEAM

Why it matters:

Action	Outcomes

Alignment:

-

Data sources:

<https://ocrdata.ed.gov/>

<https://www.oregon.gov/ode/students-and-family/healthsafety/Pages/School-Discipline,-Bullying,-Restraint-and-Seclusion.aspx>

<https://www.oregon.gov/highered/research/Pages/snapshots.aspx>

<https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcard2020.pdf>

<https://www.oregon.gov/highered/research/Documents/Snapshots/Statewide-Snapshot.pdf>

<https://www.oregon.gov/highered/research/Documents/Snapshots/CC-Snapshot.pdf>

<https://www.oregon.gov/highered/research/Documents/Snapshots/Univ-Snapshot.pdf>

<https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/Ethnic-Studies-HB2845.aspx>

<https://www.oregon.gov/highered/about/Documents/State-Goals/Equity-Lens.pdf>

List Key partners at the end