

# CULTURALLY SPECIFIC AFTER SCHOOL LEARNING

\$15 million invested



## What is this initiative?

The Culturally Specific After School Learning (CSASL) grant will **provide opportunities for culturally affirming and enriching after-school learning programs for students.** Applicants must be either community-based organizations (CBOs), culturally specific organizations, school districts, charter schools, early learning hubs or early learning providers, Tribal governments, education service districts (ESDs), and post-secondary institutions of education or a partnership of these entities.

## Goals

We seek to provide programming anchored in four (4) essential pillars of a practice:

- » **Pillar 1: Addressing unfinished learning through academic and mental health support.** Our grantees will provide evidence-based strategies to **identify and address gaps in learning that stem from the COVID pandemic.** We will work to create systems for educators to supplement and enrich student learning to increase student achievement and comprehension.
- » **Pillar 2: Culturally Affirming practices, including cultural identity development.** We are looking for our grantees to cultivate a sense of joy, connection, and curiosity in students' own cultural identities. **This can be achieved by creating critical relationships that affirm a student's sense of belonging and connection to peers, adults, and school community.**
- » **Pillar 3: Leadership and self-advocacy skills.** When working with our future leaders, we expect our grantees to cultivate leadership and self-advocacy skills on a daily basis. **Students will acquire skills that they can utilize to make themselves and the world around them better.** Those skills include but are not limited to: Increasing Self



Awareness, Acquiring Problem Solving skills, Learning Goal Setting, Practicing Communication, Cultivating Critical Thinking, and Expanding Relationship Building.

- » **Pillar 4: Giving back to the community.** We will work together to **cultivate positive attendance and routines and increase meaningful connections to each student's educational experience** by aligning systems in partnership with Early Childhood Special Education programs, Early Learning Hubs, and Head Start programs.

## Benefits

These funds may be used to implement actionable strategies to meet the urgent needs of students and address the educational inequities that the COVID-19 pandemic has exacerbated. This program will also address students' social, emotional, and mental health and academic needs.

Currently, 20 of the 27 community-based program grants have been made.

Three of the programs are receiving funding and implementing their planned activities for their programs in the areas of unfinished learning, cultural affirmation, building leadership skills, and working to give back to the community.

Of the 20 CSASL programs, 18 are community-based programs, and 2 are school districts.



## Contact information

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## **Use of the Elementary and Secondary School Emergency Relief Funds in Oregon**

Since 2020, Oregon has received \$1.62 billion in Elementary and Secondary School Emergency Relief Funds to support the needs of all students, with a focus on historically excluded communities disproportionately impacted by the pandemic. The state has allocated 90 percent of its allotment to school districts to spend based on their community's unique needs. ODE has distributed the other 9.5% (0.5% used for Administrative costs) to support 12 equity-driven initiatives designed to address unfinished learning, support our students' and staff's health, safety, and mental wellness, and strengthen high-quality, culturally-sustaining instruction and leadership. These initiatives are designed for all students and are specifically centered on equitably serving Oregon's Black, Latino, Latina, Latinx, Indigenous, Asian, Pacific Islander, and Tribal students, students with disabilities, students who identify as LGBTQ2SIA+; emerging bilingual; and those navigating foster care, houselessness, and poverty, and those with limited access to resources due to rural location.