



Latino/a/x & Indigenous* Advisory Group Meeting

April 19, 2022

Agenda

1. Welcome, Agenda Review
2. Relationship & Community Building
3. Advisory Chairs Q&A Session
4. LGBTQ2SIA+ Student Success Plan
5. Break
6. Integrated Guidance for Six ODE Initiatives
7. Summer Retreat Planning
8. Announcements and Updates



Relationship and Community Building

Relationship and Community Building

Chair-led activity

Developing Relationships and Building Community



Equity Journey

UUR	Courageous Conversations	Race Forward	Beyond Diversity
Taking It Up	CFEE	OALA	NEP
Microaggressions	Implicit Bias	Adverse Childhood Experiences (ACE)	White Fragility
White Privilege	Guilt vs Responsibility	Restorative Justice	Teaching for Social Justice
Culturally Responsive Teaching	Culture Cycle	Identity Safety/Imposter Syndrome/Worthiness Gap	Independence vs. Interdependence
SEL	Affinity Groups	BARWE	Gender Diversity in PK-12 Settings

Welcoming Ritual



Please access the QR code or the link attached (also in the chat) and enter three words that describe your own equity journey.

<https://www.menti.com/zuqu4v9n7m>

Visualizing Results

<https://www.mentimeter.com/s/72d9d3c655acd5765233d1af7c6b02ae/e171b76afaad/edit>

***“I'm no longer accepting the things I cannot
change...I'm changing the things I cannot accept.”***

-- Angela Davis



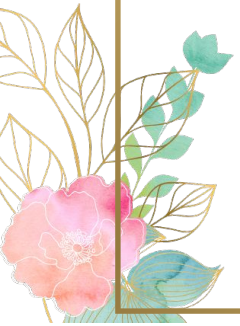
Breakout room Activity #1 (10 minutes)

“I'm no longer accepting the things I cannot change...I'm changing the things I cannot accept.”

-- Angela Davis

1- What are your reactions to this quote?

2- How does this quote inform your mindset and decision to join this advisory team?





Optimistic Closure

“I alone cannot change the world, but I can cast a stone across the water to create many ripples.”
-Mother Teresa.





Advisory Chairs Q&A

Advisory Chairs Q&A

Araceli Cruz: Assistant Vice President for Student Success and Engagement at Warner Pacific



Oswaldo Garcia-Contreras: ELD/Migrant/Equity Coordinator at Forest Grove School District





LGBTQ2SIA+ Student Success Plan

Angie Foster-Lawson, MEd (they/she)

LGBTQ2SIA+ Student Success Coordinator

Office of Equity, Diversity, and Inclusion, Oregon Department of Education

angie.foster-lawson@ode.oregon.gov



I. LGBTQ2SIA+ Student Intersectional Data

LGBTQ2SIA+ Student Data: Why it Matters

About **8%** of Oregon youth are **trans** or **gender-expansive**

8% of 6th, 8th, and 11th Graders

OHA [2020 SHS Survey](#)

About **1 in 3** of Oregon youth state a **LGB+, other,** or **unsure** sexual orientation

34.4% of 8th Graders

28.7% of 11th Graders

OHA [2020 SHS Survey](#)

61% of LGBTQ+ students reporting being **bullied**

43% of transgender students report **seriously considering suicide**

OHA [2020 SHS Survey](#)

LGBTQ+ students are **3x** as likely to **miss school due to fear**

LGBTQ+ students are **2-3x** as likely to experience **sexual assault**

OSSCC [2020 Oregon Safe Schools Report](#)

LGBTQ2SIA+ Student Data: Why it Matters

About **1 in 4** Oregon youth experience **conflict/tension** at school based on **race, ethnicity, culture, religion, gender, sexual orientation, or disability**

23% of 6th, 25% of 8th, and 30% 11th Graders

OHA [2020 SHS Survey](#)

90.6% of Latinx LGBTQ+ students heard **racist remarks**

56.9% heard racist remarks **often or frequently**

GLSEN [Latinx LGBTQ Youth in U.S. Schools](#), 2020

Students feel **unsafe at school.**

54.9% of Latinx LGBTQ students felt unsafe at school because of their **sexual orientation**, **44.2%** because of their **gender expression**, and **22.3%** because of their **race or ethnicity.**

GLSEN [Latinx LGBTQ Youth](#), 2020



II. LGBTQ2SIA+ Affirming Laws, Policies, and Resources

ODE LGBTQ2SIA+ Affirming Laws, Policies, and Resources

Laws and Rules	Policies and Resource Documents
<p>LGBTQ2SIA+ Student Success Program (SB 52 [2021]; ORS 329.847; OARs)</p>	<ul style="list-style-type: none"> ● LGBTQ2SIA+ Student Success Plan (2020) ● ODE web page includes a link to subscribe to the LGBTQ2SIA+ Listserv
<p>Oregon Civil Rights Law (ORS 659.850, 659.855 and 659.860) Federal Title IX Civil Rights Law</p>	<ul style="list-style-type: none"> ● Civil Rights Title IX web page and Complaint process ● ODE Creating a Safe and Supportive School Environment for Transgender Students Guidance Document, 2016 (Currently revising)
<p>Human Sexuality Education (OAR 581-022-2050) & Health Standards and Performance Indicators</p>	<ul style="list-style-type: none"> ● ODE Comprehensive Sex Ed web page and Listserv ● Health & Sexuality Education Color-coded standards and essential questions resources ● Division 22 Complaint process
<p>Menstrual Dignity Act (HB 3294 [2021]; OAR 581-021-0587 to 0596)</p>	<ul style="list-style-type: none"> ● Menstrual Dignity for Students Toolkit

ODE LGBTQ2SIA+ Affirming Laws, Policies, and Resources

Laws and Rules	Policies and Resource Documents
<p>“Adi’s Act” Suicide Prevention, Intervention, Postvention (ORS 339.343; OAR 581-022-2510)</p>	<ul style="list-style-type: none"> ● Suicide Prevention, Intervention, Postvention web page
<p>Oregon Safe Schools Act (ORS 339.351 to 339.364)</p>	<ul style="list-style-type: none"> ● Every Student Belongs Bullying Guidance
<p>Every Student Belongs (HB 2697 [2020]; OAR 581-022-2312)</p>	<ul style="list-style-type: none"> ● Every Student Belongs Bias Incident Response Guide ●
<p>Ethnic Studies Standards, within Social Sciences (HB 2845/HB 2023; ORS 329.045, ORS 326.051, ORS 329.451)</p>	<ul style="list-style-type: none"> ● 2021 Ethnic Studies Standards & Suggested Reading ● Oregon Open Learning Hub’s Instructional resources



III. Overview

LGBTQ2SIA+ Student Success Plan

LGBTQ2SIA+ Student Success Plan (2020)

- The [LGBTQ2SIA+ Student Success Plan](#) provides strategies to work toward addressing educational and mental health needs of LGBTQ2SIA+ Students. The plan addresses:
 - specific LGBTQ2SIA+ **youth experiences**;
 - a **research review** and state policy challenges; and
 - a summary of three interdependent levels of **recommendations**: individual intention and impact, institutional policies and facilities, and state accountability and support systems.
- One of the ways the plan will be implemented is through grants for programming to local entities. \$2 Million per biennium, per SB 52 (2021).

LGBTQ2SIA+ Plan Recommendations

Domain 1: Individual Intentions & Impact

These recommendations are intended to directly address the ways in which individual educators, peers and families impact a student's experience of school.

Objective #1: Supportive Educators

Educators (including teachers, administrators, and classified staff) have the training and ongoing support to build trusting, connected, and inclusive environments.

- **Strategy #1:** School staff receive the training, coaching, and professional support needed to understand Oregon laws regarding bias and discrimination on all protected classes and in using trauma-informed practices to support LGBTQ2SIA+ students and students of color.
- **Strategy #2:** LGBTQ2SIA+ educators receive social and emotional support for themselves in order to provide their students with social and emotional support.
- **Strategy #3:** Teacher preparation programs prepare all teachers to create inclusive classroom environments that support LGBTQ2SIA+ student social/emotional needs.
- **Strategy #4:** Teachers create intentional teaching practices that foster inclusive classroom environments.

LGBTQ2SIA+ Plan Recommendations

Domain 1: Individual Intentions & Impact

These recommendations are intended to directly address the ways in which individual educators, peers and families impact a student's experience of school.

Objective #2: Supportive Peers

Youth are supported to develop understanding of and respect for individual, family, and cultural differences including sexual orientation, gender identity, and gender expression.

- **Strategy #1:** LGBTQ2SIA+ students, **students of color**, and students with disabilities self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments.

Objective #3: Supportive Families

Districts recognize that LGBTQ2SIA+ student success is impacted beyond the walls of the school and engage community-based organizations and families as full partners in supporting students.

- **Strategy #1:** Districts invest in **culturally responsive family engagement** that support LGBTQ2SIA+ students, and are provided with the guidance and resources to do this well.

LGBTQ2SIA+ Plan Recommendations

Domain 2: Institutional Policies and Facilities

These recommendations are focused on the spaces that serve students and address the institutional policies and decisions that can help make a space feel safe and inclusive.

Objective #1: Safer Affirming Spaces

Youth feel safer, more supported, and seen in school spaces.

- **Strategy #1:** Provide LGBTQ2SIA+ youth with access to facilities and activities for all genders in K-12 and higher education institutions.
- **Strategy #2:** Collaborate across health, education, and community partners to expand access to mental health supports in and outside of school.
- **Strategy #3:** ODE compiles guidance over the past 5 years regarding LGBTQ2SIA+ student issues and provides it to school districts, education service districts, and charter schools.
- **Strategy #4:** Schools encourage educators to increase **visible support** of LGBTQ2SIA+ students.
- **Strategy #5:** **Anti-discrimination and anti-bullying policies** are implemented with fidelity and transparency.

LGBTQ2SIA+ Plan Recommendations

Domain 2: Institutional Policies and Facilities

These recommendations are focused on the spaces that serve students and address the institutional policies and decisions that can help make a space feel safe and inclusive.

Objective #2: Inclusive Curriculum

Students experience LGBTQ2SIA+ inclusive, culturally sustaining, curriculum and pedagogy across grades and subjects.

- **Strategy #1:** Support and expand inclusive education standards with additional resources.
- **Strategy #2:** Students experience project-based, hands-on learning experiences through which their **identity and lived experience is affirmed and valued.**
- **Strategy #3:** Schools are funded to create the time and space for educators and students to build relationships and trust.

LGBTQ2SIA+ Plan Recommendations

Domain 3: State Accountability and Support Systems

These recommendations address the ways in which state systems can play a role in both holding institutions accountable to serving all students and provide support and guidance to proactively reduce ignorance and increase student-centered capacity across the state.

Objective #1: Opportunities for students and educators to systematically assess and improve school climate and culture and inform state and local policy

Students, educators, and administrators are empowered to share their perceptions of priority problems and solutions to help inform local and state policy decisions and investments.

- **Strategy #1:** Every school district participates in a **School Climate and Culture survey** with components for students, educators, and administrators (at minimum).

Objective #2: ODE Capacity to Support Districts and Families

ODE demonstrates leadership to districts, schools and families by collecting and disseminating resources, providing guidance, addressing violations of policy in a timely manner, and proactively building districts' capacity to create trusting, connected and inclusive environments.

- **Strategy #1:** ODE implements the LGBTQ2SIA+ Student Success Plan.
- **Strategy #2:** Students, families, and educators have channels for reporting claims directly to the State of Oregon related to alleged **discrimination, including resistance to anti-bias training.**
- **Strategy #3:** ODE highlights districts that are leading around LGBTQ2SIA+ and **intersectional inclusion** as examples for statewide learning.

LGBTQ2SIA+ Plan Recommendations

Domain 3: State Accountability and Support Systems

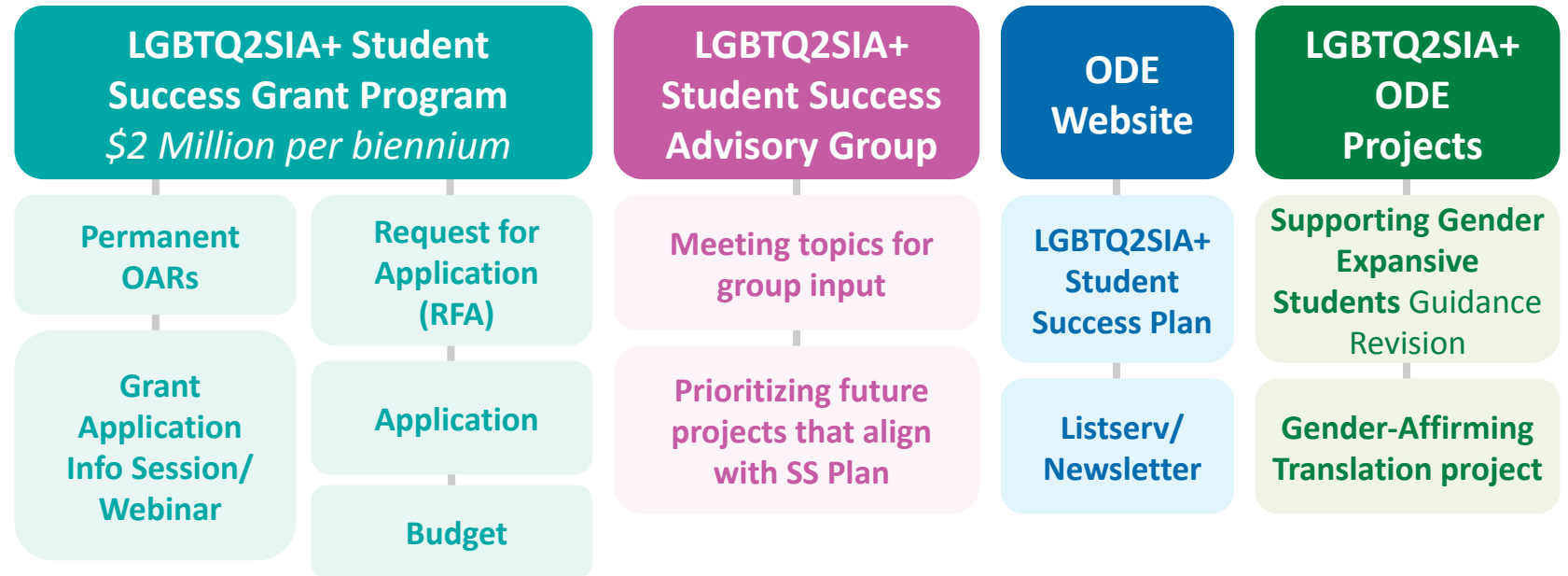
These recommendations address the ways in which state systems can play a role in both holding institutions accountable to serving all students and provide support and guidance to proactively reduce ignorance and increase student-centered capacity across the state.

Objective #3: Cross-Agency Collaboration

ODE, Oregon Health Authority, Educator Advancement Council, Teacher Standards and Practices Commission, Early Learning Division, Youth Development Division, and the Higher Education Coordinating Commission work together to address issues that impact the experiences of LGBTQ2SIA+ youth and **youth of color**.

- **Strategy #1:** State of Oregon agencies are aligned in its guidelines for state facilities related to gender-neutral (i.e. all-user) restrooms.
- **Strategy #2:** ODE and ELD share learnings and best practices from implementing strategies related to inclusion and support of **marginalized youth and families**.

Upcoming LGBTQ2SIA+ Student Success Projects





III: Discussion

Connecting the dots: LGBTQ2SIA+ and Latinx Student Success

What connections do you see? LGBTQ2SIA+ & Latinx Plan Strategies

- Angie's ideas were highlighted in teal on the Student Success Plan overview slides.
- Any other connections you noticed to the Latinx plan strategies?

What connections do you see?

LGBTQ2SIA+ & Latinx Grant Projects (potential)

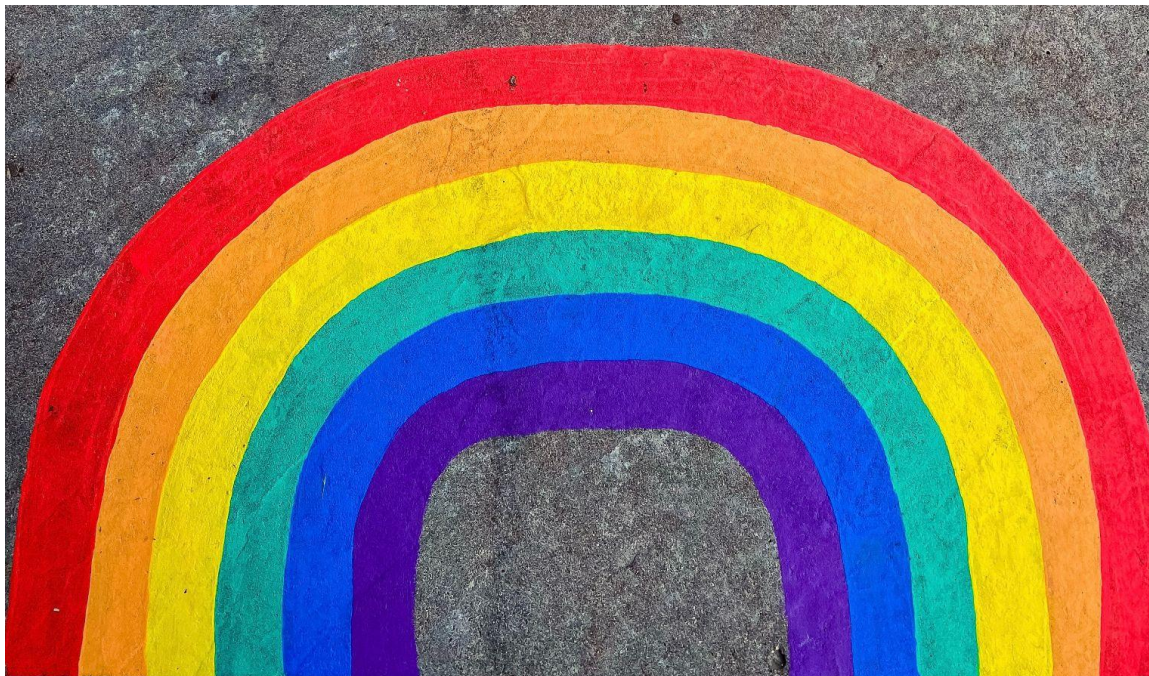
- Supportive identity-specific student clubs/spaces (e.g., GSA, QSA, Latinx Student Union)
- Gender-Affirming Translation (conversation of Latinx/e & elle pronoun)
- Mental health supports (identity-specific suicide prevention, intervention, postvention efforts)
- Affirming, culturally-sustaining curriculum development
- (Paid) Youth engagement and leadership opportunities
- What else?

What resources do you have or need?

LGBTQ2SIA+ & Latinx Resources

- **LGBTQ2SIA+ & Latinx Resources**
 - [Latinx LGBTQ+ Fact Sheet to Promote More Inclusive Educational Practices and Policies](#), UnidosUS 2021
 - PFLAG Latinx [website](#)
 - [Our Families: LGBT Latino Stories](#), Basic Rights Oregon video (2011)
- **Supports for Sexuality Educators of Color**
 - [Space by SLAM](#), a Space for Sex Educators of Color
 - [Women of Color Sexual Health Network](#) (WOCSHN)
- **Sex Ed & Racial Justice - Classroom Resources**
 - [R-E-S-P-E-C-T](#) (Lesson), Rights, Respect, Responsibility (3Rs), Grade 2, 2021
 - [What's Racism Got to Do With It?!](#) (Lesson), Rights, Respect, Responsibility (3Rs), Grade 8, 2021
 - [The Impact of Racism and Inequality on Sexual Health](#) (Lesson), Rights, Respect, Responsibility (3Rs), Grades 9-12, 2021
 - [Reproductive Justice - Past, Present, Future](#) (Lesson), Rights, Respect, Responsibility (3Rs), Grades 9-12, 2021
 - [Racism, HIV, and AIDS - Level Two](#) (Podcast episode), Six Minute Sex Ed Podcast, for families & teens, 2019
- **Sex Ed & Racial Justice - Professional Development Resources**
 - [Latinx Inclusive Sex Ed](#), My Future My Choice Workshop (subscribe to [sex ed listserv](#) for future opportunities)
 - [Comprehensive Means Intersectional: Moving Sex Education Forward](#), AMAZE Conference, Justine Fonte, Keynote Recording, Oct 2021
 - [Latina/o Sexualities](#): Probing Powers, Passions, Practices, and Policies, Edited by Marysol Asencio, 2010

Stay connected to the LGBTQ2SIA+ Student Success Program



Visit our ODE [LGBTQ2SIA+ Student Success Program](#) **web page**

Subscribe to our [LGBTQ2SIA+ Student Success Listserv](#) for program updates

Email Angie at angie.foster-lawson@ode.oregon.gov



Back at 4:00 p.m.



Aligning for Student Success: Integrated Guidance

Rachael Moser - Director of Systems Capacity & Improvement

Gloria Espitia - Multilingual & Immigrant Education Leader

Aligned Programs in EII

In October 2019, the Oregon Department of Education (ODE) completed an organizational “re-balancing” that brought together the current programmatic makeup of EII which includes:

1. **The Student Investment Account (SIA):** Two teams work together to launch, communicate, coach, administer, improve, and evaluate this new SSA program focused on addressing mental and behavioral health needs and .increasing academic outcomes for focal students.
2. **District and School Effectiveness:** Federally funded and required program under ESSA focused on coaching and continuous school improvement.
3. **Intensive Coaching Program:** Also referred to as Student Success Teams, this new SSA program offers four-years of sustained engagement and intervention through invitations to districts with significant needs for improvement.
4. **High School Success: (HSS)** Passed as Measure 98, this program focuses on changing instructional practices and expanding opportunities for grades 9-12.
5. **Every Day Matters (EDM):** An initiative focused on reducing chronic absenteeism through attention to student belonging and engagement.
6. **Early Indicator & Intervention Systems (EIIIS):** Provides resources and TA for skilled use of data systems.

Shared Responsibility



Oregon Department of Education

“Providing equitable access to an excellent education to each and every child is a moral imperative and, as educators, it is a responsibility we must own and embrace. It calls for professionals, leaders of all walks of life, families, and communities to find shared understanding, time, and the will to mobilize on a daily basis and to surround young people with the love, care, nourishment, intellectual challenges, and connection they need to thrive.”

- Director Colt Gill, Letter of Introduction

Integrated Guidance for 6 Programs

ODE is operationally integrating **six aligned programs and district responsibilities:**

- High School Success (HSS)
- Student Investment Account (SIA)
- Continuous Improvement Planning (CIP)
- Career and Technical Education - Perkins V (CTE)
- Every Day Matters (EDM)
- Early Indicator and Intervention Systems (EIS)

Guidance released February 8, 2022



Focusing on What Matters Most



We want to Improve Outcomes & Learning Conditions

- Aligning the programs at the state level creates the opportunity and responsibility at the local level for schools and districts to focus on planning and integrating these programs and their funding streams in ways that improve the well-being, health, climate, quality of instruction, and outcomes for each and every student in Oregon with dedicated attention to focal student groups.

Sharing Guidance One Year Ahead of Application Window



Oregon Department of Education

High-Level Timeline

- February 2022: Guidance released to learn & prepare
- Fall 2022: Community engagement and needs assessment
- Fall/Winter 2022: Plan development, Equity Lens, and work through process requirements
- Jan-Feb 2023: Finalize Budget, Plan, and Integrated Application posted for community feedback and Board approval.
- **March 2023: Integrated Application Window open**
- April-June 2023: ODE review process
- July 2023: Grant agreements and implementation begins

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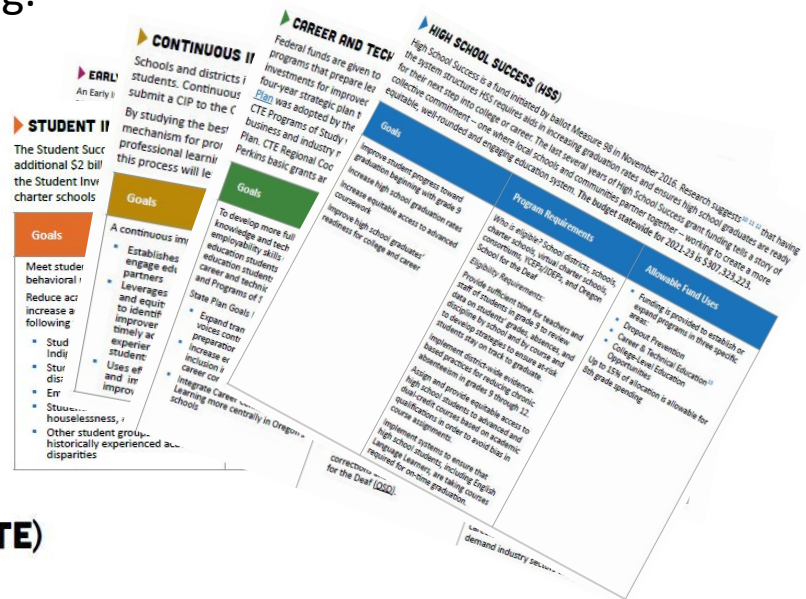
- Introduction
- Section 1: Integrating Six Programs
- A Portrait of Focal Students and Applying Targeted Universalism
- Section 2: Effective Planning
 - A: Equity lens from start to finish
 - B: Community Engagement
 - C: Needs Assessment
 - D: Pulling the Pieces Together
- Section 3: Financial Stewardship
 - A: Funding Basics
 - B: Braiding and Blending Funding
 - C: Using the Integrated Planning and Budget Tool
 - D: Detailed Financial Management Considerations

- Section 4: Preview of the Integrated Application
- Section 5: How Applications Will Be Reviewed, Evaluated, Developed, and Finalized
 - Co-Development of LPGTs
- Section 6: Meaningful Reporting, Monitoring and Evaluation Systems
- Section 7: Getting Better: Learning, Support, and Improvement Opportunities and Expectations for Schools and Districts
 - Continuum of Supports (TA, Coaching, etc)
 - Compliance and Corrective Action
- Appendices will include:
 - Partnering with Charter Schools
 - Summary of QEC Recommendations
 - Equity Lens and Tools
 - Actionable Inputs from SSA Advisories into District Planning (a new resource)
 - Additional Guidance for ESSA Partnership Districts

One-Page Summary of Each Program

Each summary contains **goals, program requirements and allowable fund uses** to support integrated planning.

- ▶ **HIGH SCHOOL SUCCESS (HSS)**
- ▶ **STUDENT INVESTMENT ACCOUNT (SIA)**
- ▶ **CONTINUOUS IMPROVEMENT PLANNING (CIP)**
- ▶ **EARLY INDICATOR AND INTERVENTION SYSTEMS (EIS)**
- ▶ **CAREER AND TECHNICAL EDUCATION – PERKINS V (CTE)**



Program

Common Elements

Common Goals

HIGH SCHOOL SUCCESS

STUDENT INVESTMENT ACCOUNT

CONTINUOUS IMPROVEMENT PLANNING

CAREER AND TECHNICAL EDUCATION

EVERY DAY MATTERS

EARLY INDICATOR AND INTERVENTION SYSTEMS

Authentic Engagement Processes

Equity Based Decision Making

Focus on students who have been historically marginalized by the education system

Comprehensive Needs Assessment

Continuous Improvement Cycle

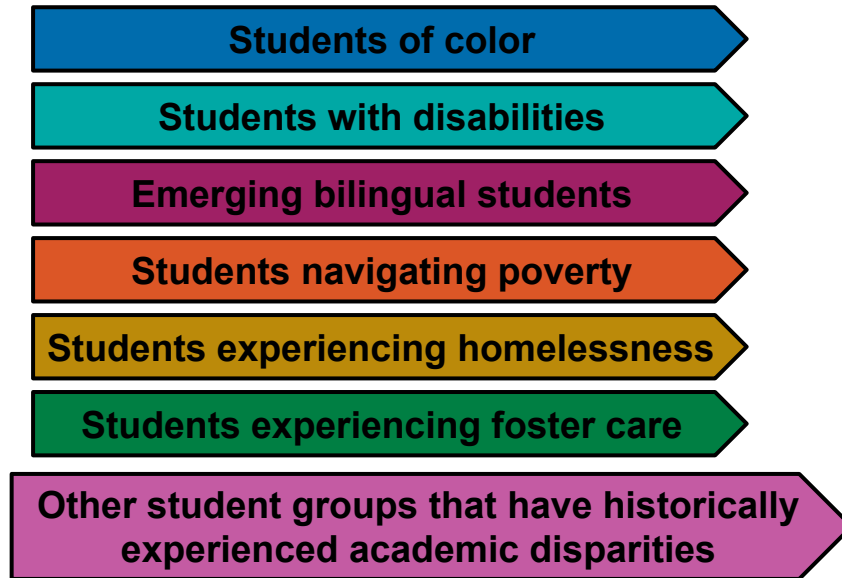
Well-Rounded Education

Equity Advanced

Engaged Community

Strengthened Systems and Capacity

Focal Student Groups



Community Engagement

This [Community Engagement Toolkit](#) lays out a framework and recommendations for applicants to engage in robust community engagement with focal student groups, families, communities, and staff. Applicants are encouraged to build on existing work and to grow with community, youth, or staff advisories developed

LEVELS OF COMMUNITY ENGAGEMENT					
0	1	2	3	4	5
STANCE TOWARDS COMMUNITY					
IGNORE	INFORM	CONSULT	INVOLVE	COLLABORATE	DEFER
INTENTION					
Protecting School/ District Interests <i>Unintended Impact to Consider: Marginalizing Communities</i>	Keeping Communities Updated <i>Unintended Impact to Consider: Placating & Underestimating Community Wisdom</i>	Receiving Community Input <i>Unintended Impact to Consider: Tokenizing & Gatekeeping Community Engagement</i>	Meaningfully Engaging Community Voice <i>Unintended Impact to Consider: Community Voice is Not Heard</i>	Collaborating and Sharing Power with Communities <i>Unintended Impact to Consider: Collaborative Process Derailed by Power Dynamics & Lack of Relational Trust</i>	Communities Drive and Own the Work <i>Unintended Impact to Consider: Sovereignty and Core Agreements are Not Honored</i>

TRIBAL CONSULTATION

Oregon has nine federally recognized tribes that are geographically dispersed, and may need time to convene and engage in planning efforts. Tribes are sovereign governments. Many tribes have an agency for education and a director who can connect the district to its parents and community members. Information on the tribes including contact information is available on the [Oregon Tribal page](#).

TARGETED UNIVERSALISM AND SNAPSHOTS OF FOCAL STUDENT GROUPS

BRIDGING REALITIES

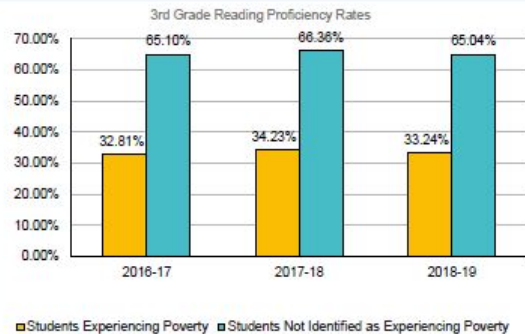
Snapshots of focal student groups and this introduction of targeted universalism are provided by ODE in the context of this guidance with the very real recognition of the degree of fracturing that is felt, and felt differently, by students, families, and communities across Oregon and nine sovereign nations at this time.

Targeted universalism works from an essential understanding that sameness is not fairness while finding common cause in shared success and universal prosperity. The initiatives operationalized in this guidance have their best opportunity for success when we share an understanding that every student benefits and every community wins when every student belongs and every student finds well-being and academic success.

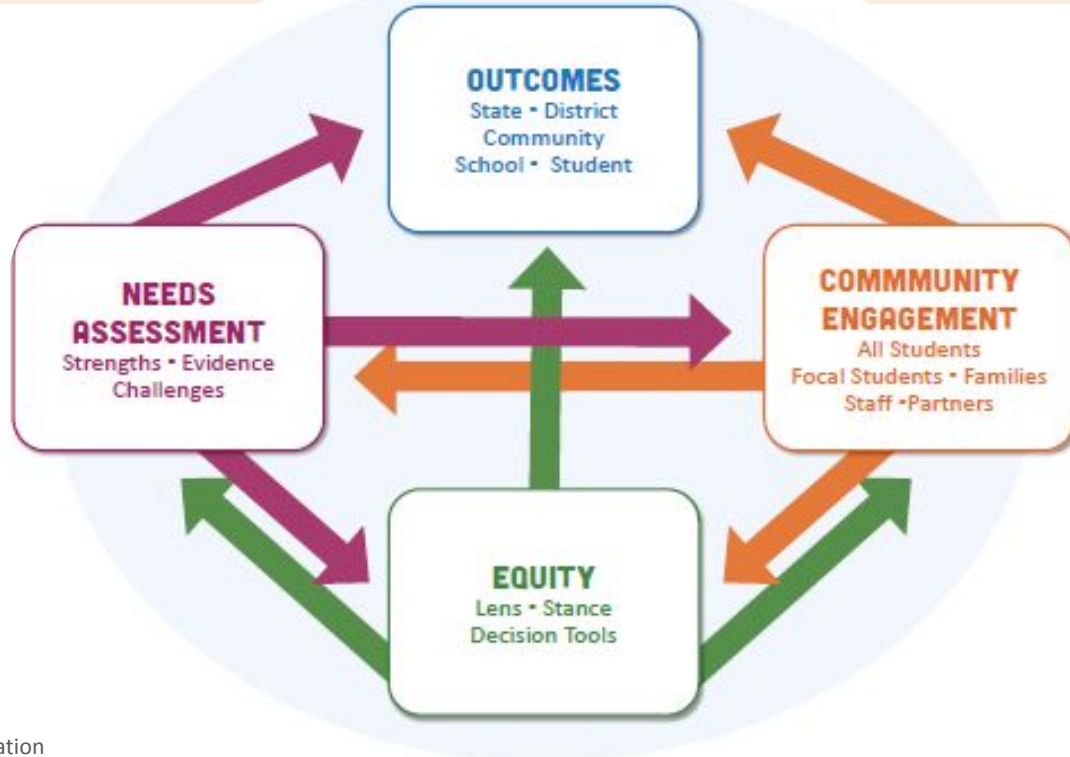
APPLYING TARGETED UNIVERSALISM

Professor John A. Powell is credited with naming and cultivating the development of practices and policies referred to as “targeted universalism.” Targeted universalism means setting universal aims that are pursued by universal and targeted processes to achieve those aims.

For example, the outcomes and strategies set forward in this guidance, along with the complexities of setting Longitudinal Performance Growth Targets, can and should be developed to be inclusive of each and every student. And to reach those outcomes, Oregon policies offer focused processes to identify, engage, and design targeted approaches for each group in service of universal aims.

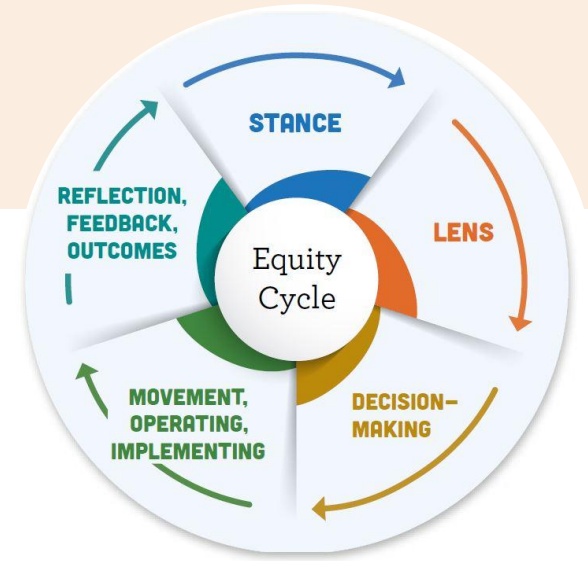


Key Processes and Commitments



Planning Requirements

- Use of an Equity Lens
- Community Engagement
- Tribal Consultation
- Comprehensive Needs Assessment
 - Consider Community Engagement Input
 - Review Disaggregated Student Data
 - Identify Priorities Aligned to the Four Common Goals
- Consideration of the Quality Education Model (QEM)
- Reviewing and Using Regional CTE Consortia Inputs
- Further Examination of Potential Impact on Focal Students tied to Planning Decisions
- Development of a four-year plan with clear Outcomes, Strategies, and Activities



Go Deeper: Check out these Resources

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Appendix E: Equity Lens and Tools

EQUITY PRACTICES AS CONTINUOUS PRACTICES

Equity tools are best utilized in continuous cycles that include:

1. **An equity stance:** Core values, commitments, orientations, principles, strategies, and frameworks that your district, organization, school, or team has decided are foundational to what you wish to prioritize in decision-making.
2. **An equity lens:** An active tool that supports core values, commitments, orientations, and questions to become *operationalizable*. An equity lens must support navigating choices in the *here and now*. It helps translate theory into practice, focuses on assets rather than deficits, and avoids making decisions that could marginalize or harm students, staff, families, and communities. An equity lens could also include:
 - a. **Facilitation Tools or Protocols:** Possible protocols (such as a consultancy protocol) to use the equity lens in a facilitated space or discussion.
 - b. **Decision-making Tools or Protocols:** Possible tools (such as the ODE decision tools or consensus tools like Fingers to Five) that help guide decision-making based on the questions and framework in the equity lens.
3. **Implementation:** An equity lens should also guide decisions around the roll-out and operationalization of key equity strategies and activities, and can be used throughout the entire process of implementation.
4. **Processes for reflection, feedback, and learning:** Throughout the entire cycle and process, teams should consider how reflection, feedback, and learning time and processes are built in to refine the equity stance, lens, and other tools.

Appendix F: Actionable Inputs from SSA Plans

Access	
 AABSS Plan  Latino/a/x & I Plan  AI/AN Plan  LGBTQ2SIA+ Plan  EL State Strategic Plan	
	Increase access to advanced placement, International Baccalaureate, and college credit courses.
	Provide affordable and accessible credit recovery and acquisition opportunities quarterly and during the summer months.
	Identify barriers to underserved students' participation in before and after school activities.
	LGBTQ2SIA+ students, students of color, and students with disabilities self-determine ways in which their education can be strengthened with safer, more welcoming, and inclusive environments.
	Provide LGBTQ2SIA+ youth with access to facilities and activities for all genders in K-12 institutions.
	Identify existing and promising practices for the enrollment of underserved students into postsecondary institutions and CTE programs.
	Prepare all English Learner students to be ready with the language and academic skills necessary to access and achieve success in a rigorous curriculum and engage in learning opportunities that prepare them for success in college and multiple career pathways.
	Students have access to quality programs that promote English Language Development, dual language development, and mastery of core subject areas.

This unique new planning resource has been developed to cross-reference current Student Success Act Advisory plans and locate them in common categories with specific actions, inputs, or recommendations that applicants are highly encouraged to consider as an input in their planning processes.

Revisiting Timeline



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Questions and Discussion



Latinx Advisory Summer Retreat Planning

Retreat Planning

Proposed dates:

- Friday, August 12
- Friday, August 19
- Friday, August 26

If Advisory members agree, this would be an in-person retreat. (our only in-person meeting for the year)

Retreat Planning

Proposed Topics:

- Relationship building activities
- Student Outcomes focused Training (with facilitator)
- Updating the Success Plan for Phase 2
- Other topics of interest to the Advisory Group

Retreat Planning

Potential agenda:

- 9:00am - Grounding and welcome
- 9:30am - Relationship building activity
- 10:15am - Break
- 10:30am - Deep dive topic
- 12:00pm - Lunch (we will provide lunch if in-person)
- 1:00pm - Deep dive topic
- 2:30pm - Break
- 2:45pm - Closing Activity
- 3:30pm - Adjourn

Retreat Planning

Survey

Please complete the survey to provide your thoughts and input. We will develop the agenda and seek your final input by the June meeting.



Announcements & Updates