

# Latino/a/x & Indigenous\* Student Success Plan

## Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and Inclusion Initiatives

February 2024



**OREGON**  
**DEPARTMENT OF**  
**EDUCATION**

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## Executive Summary

Oregon has a history of sanctioned systemic, explicit, and implicit bias against persons of color, their communities, and their institutions. The State of Oregon, acting by and through the Oregon Department of Education Office of Equity, Diversity, and Inclusion, is working to address and reverse the inequities suffered by Oregon’s students.

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 approximately \$2 billion per biennium for early learning and K-12 education. Nestled within the Student Success Act is the Latino/a/x and Indigenous\* Student Success Plan. Oregon Revised Statute 329.845 establishes a statewide education plan for Latino or Hispanic students who have encountered disparate educational outcomes due to historical practices.

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 Plan and inform effective internal agency and cross-agency implementation as well as external (i.e. district) implementation of the Latino/a/x and Indigenous\* Student Success Plan.

In the 2021-2023 biennium, the first year of the Latino/a/x and Indigenous\* Student Success Plan, the Oregon Department of Education funded 28 grantees who:

- Served approximately 15,000 pre-k to post-secondary students across 17 Oregon counties,
- Provided direct services to students and families, and focused on school-wide professional development and curriculum change, and
- Worked to collectively address 79 Student Success Plan strategies.



## History and Purpose

In Oregon, Latino/a/x and Indigenous\* students make up nearly one quarter of the overall student population, and this number only continues to grow. Latino/a/x and Indigenous\* students are already the majority population (over 50%) in ten school districts across the state.

Funded under the Student Success Act Statewide Education Initiatives account, the Latino/a/x and 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.

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 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.

The Latino/a/x and Indigenous\* Student Success Plan seeks to address the following:

- Disparities experienced by Latino/a/x and Indigenous\* students in every indicator of academic success , as documented by the Oregon Department of Education’s statewide report card and other relevant data sources;
- The historical practices leading to disproportionate outcomes for Latino/a/x and Indigenous\* students; and
- The educational needs of Latino/a/x and Indigenous\* students from early childhood through post-secondary education as determined by examining culturally appropriate best practices in this state and across the nation.

The Student Success Plan also established the Latino/a/x and \*Indigenous Student Success Advisory Group to honor the voices with closest proximity to harm caused by our systems. We must create accountability practices that are driven by community voice in order to:

- Ensure the voices, needs, and priorities of students and their communities are reflected in the Student Success Plans and their implementation,
- Bring awareness of real-time experiences of students and families in Oregon schools and highlight high need areas, and
- Share knowledge of local culturally specific best practices and partnerships with community and local culturally specific organizations.

The Latino/a/x and Indigenous\* Student Success Plan and all its strategies focus on closing the educational opportunity gap for Latino/a/x and Indigenous\* students. Plan Timeline

*Below is a timeline of the Latino/a/x & Indigenous\* Student Success Plan from inception to present time.*

# 2019

Legislature passed House Bill 3427, the Student Success Act, directing the Oregon Department of Education 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, Central American or Spanish descent; and who have experienced disproportionate results in education due to historical practices, as identified by the State Board of Education by rule.

The Oregon Department of Education convened an Interim Advisory Group and developed an Interim Latino/a/x Student Success Plan in response to critical community needs due to the COVID-19 pandemic.

# 2020- 2021

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- 2022

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. The Latino/a/x and Indigenous\* Student Success Advisory Group selected their first chair and vice-chair to work more closely with Oregon Department of Education staff to develop agendas and priorities for Advisory Group meetings.

The Oregon Department of Education worked closely with the Department of Justice to develop a Request For Applications process for selecting new grant recipients. All 28 applications received were funded from a new Request For Applications serving approximately 15,000 students across Oregon. The Oregon legislature provided additional \$5,086,000 for the grant program through the Statewide Education Initiatives Account of the newly established Student Success Act. The additional funding resulted in a total of \$6,086,000 in grant-in-aid funding for the 2021-23 biennium and allowed the Oregon Department of Education to extend the grant program to new recipients.

The Oregon Department of Education worked closely with the new cohort of grantees to monitor their progress and, in the spring of 2023, coordinated the renewal of their funding for an additional year, pending Legislative approval of funds. In ongoing support of this Student Success Plan, the Oregon Legislature provided \$6,341,612 for the 2023-2025 biennium. This was an increase of \$255,612 from the previous biennium.

# 2022- 2023

## Plan Development

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 from Oregon Revised Statute 329.845:

- 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.

This student success plan was developed with the intention of creating conditions for long term systemic change. Educational opportunity gaps exist because of years of racism and policy decisions that have been built into our educational system. Systemic problems require systemic solutions. This means examining, fixing and, if needed, dismantling policies which contribute to educational disparities. Objectives in this Success Plan will use a three-part approach using the following three categories:

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

## Latino/a/x and Indigenous\* Student Success Plan Advisory Group

The Oregon Department of Education’s Office of Equity, Diversity, and Inclusion has continued to engage the Advisory Group convened in 2020. Advisory group member positions for open vacancies have been recruited.

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 stakeholders. Since 2020, seats have been reserved for student members to ensure student voice in the advisory process. In addition, community members and educational partners of the Advisory Group must represent one or more of the following categories:

- Different geographic regions of Oregon,
- Students/Youth (inclusive of youth who are LGBTQ2SIA+<sup>1</sup>),
- Parents, Families, and Caregivers,
- Educators,
- Culturally specific community-based organizations that work with Latino/a/x and Indigenous\* students and/or families,
- English language learners,
- Refugee, immigrant, or migrant populations,
- Individuals with disabilities, and/or
- Representation of diverse identities (e.g., race, ethnicity, gender, sexual orientation, social class, dis/ability, etc.).

The Advisory Group meets monthly<sup>2</sup> to engage in an open, collaborative process to discuss and identify challenges and opportunities and develop recommendations that will improve student outcomes across all academic indicators.

In the Spring of 2023, Oregon Department of Education staff recruited applicants to fill open vacancies from across the state to ensure equitable geographic and community representation. There were 22 applications received and, after a formal review and scoring process including members of the Latino/a/x community, eight applicants were appointed to the Advisory Group. After this recruitment and appointment process, there are currently 19 Advisory Group members representing various counties including Jackson, Jefferson, Lane, Malheur, Marion, Multnomah, Umatilla, and Washington, covering both urban and rural areas of Oregon. The Advisory Group also consists of members from different sectors including educators, community members, parents, and students, and different identities including LGBTQ2SIA+, migrant, and disability.



<sup>1</sup> The “+” symbol recognizes that there are myriad ways to describe gender identities and sexual orientations.

<sup>2</sup> The Advisory Groups typically do not meet during July and August. Any matters that arise during those months that need Advisory Group attention are communicated by email, topic-specific meetings, or workgroup convenings if necessary.

## Aligning Student Success Plans

The Oregon Department of Education's Student Success Plans establish goals and a set of strategies to improve educational outcomes 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. The 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 the legislation, the Oregon Department of Education focused on establishing the Advisory Group, developing the Plan, and setting up the mechanisms for distribution of grant funds. With this foundation established, the Oregon Department of Education is focused on statewide implementation of the Plan which. Statewide implementation involves operationalizing the Plan through:

- Alignment and implementation of Plan strategies in all Oregon school districts.
- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout the Oregon Department of Education, and other Oregon agencies, such as the Division of Early Learning and Care, the Youth Development Division, and the Higher Education Coordinating Commission.
- Alignment of Student Success Plan Grant-funded programs across the state to accomplish the objectives set forth in Student Success Plans.

In 2023, the Oregon Legislature passed Senate Bill 2275 which requires applicants for Student Investment Account grants to take into consideration recommendations of Advisory Groups formed by the Department of Education in relation to statewide education plans. This legislation is designed to ensure school districts will review the goals and objectives of the Student Success Plan for local implementation.

To bolster the metrics included to monitor and assess the implementation and impact of individual strategies, the Oregon Department of Education is developing an overarching framework or logic model for coherency across the student success plans and to guide the development, monitoring, and evaluation of the plans. This effort will result in a robust set of metrics to monitor and evaluate how community-based organizations and other grantees partner with school districts to build capacity to improve targeted outcomes for the focal student groups identified in The Oregon Department of Education's Student Success Plans. The support that community-based organizations and other grantees provide falls into five general categories (i.e., academic support, cultural identity development, leadership development, giving back to the community, family and community engagement), and the Oregon Department of Education aims to identify metrics to monitor outputs and outcomes related to that support.

To this end, the Oregon Department of Education has partnered with Region 16 Comprehensive Center (led by Marzano Research) to develop a cross-student success plan framework that includes key indicators and metrics for monitoring and evaluating the success plans that are appropriately scaled for the Oregon Department of Education's grantees. The Oregon Department of Education and Region 16 Comprehensive Center led by Marzano Research have convened stakeholders to support the design



process and help co-develop systems that foster greater communication and collaboration between the Oregon Department of Education, districts, community-based organizations, and other grantees. This cross-student success plan framework and logic model includes indicators that can be used to:


- Support the development and revision of student success plans;
- Provide guidance to community-based organizations, districts, and other grantees regarding outputs and deliverables;
- Monitor implementation; and
- Evaluate the impact of the plans and their associated investments.

This cohesive success plan architecture will help define how the Oregon Department of Education, local education agencies, and community-based organizations work together to improve the ability of the Oregon Department of Education to:

- Manage the direction of funds,
- Guide the planning and implementation of the Student Success Plans, and
- Answer questions about how the strategic investments in community-based organizations and other grantees are impacting student outcomes.

More broadly, the success plan architecture will support the Oregon Department of Education and its partners' use of the metrics to communicate the interconnected nature of the work that grantees, districts, and the Oregon Department of Education do to improve students' experience in schools, sense of belonging, and academic outcomes.

Through this work, Region 16 Comprehensive Center led by Marzano Research collaborates with representatives from the Oregon Department of Education and representatives from other stakeholder groups, as appropriate, to:

- 
- Develop and/or refine a student success plan crosswalk that identifies key themes, trends, and development needs across the five plans;
  - Facilitate the development of a framework and logic model applicable to all current and future student success plans;
  - Identify key metrics and indicators applicable to all student success plans, while maintaining the distinct objectives and strategies developed by communities or Tribes for each of the individual plans;
  - Support the development of an internal alignment process that connects the objectives and strategies in the student success plans to other Oregon Department of Education work (e.g. reading strategies, increasing access to advancement learning, and math pathways project)
  - Support the development of a continuous improvement plan that would guide the development, monitoring, evaluation, and iteration of the student success plan; and
  - Support development of a strategic communications plan designed to:
    - Foster greater collaboration between the Oregon Department of Education, districts, community-based organizations, and other grantees; and
    - Document the impact of the plans and associated investments on students' school experience, sense of belonging, and academic outcomes.

## System Improvements: Guidance

A significant systems improvement implemented over this last biennium is the Student Success Plan Grant Guidance. This guidance provides information on whether and to what extent grant funds may be used for various types of expenditures. It provides detailed guidelines and delineates 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.

In addition, the Office of Equity, Diversity, and Inclusion has embarked on a continuous improvement process to develop and refine our data collection and grantee monitoring and assessment processes. 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 to be devoted to improving student outcomes.

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## Grant Program Updates: 2021-2023

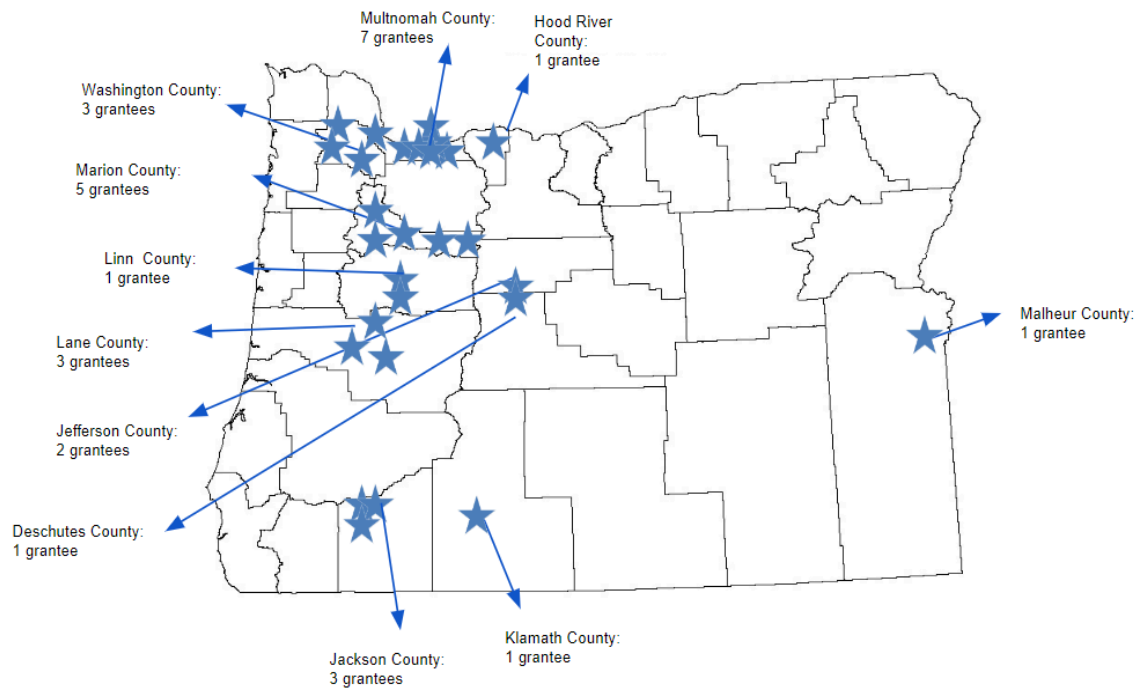
The 2021-2023 biennium saw both accomplishments and challenges in awarding grant funds through the Latino/a/x and Indigenous\* Student Success Grants. The Legislature award additional funding for the Latino/a/x and Indigenous\* Student Success Plan in 2021 for a total of \$6,086,000.

The Oregon Department of Education released the Request For Applications in the Spring of 2022 which aligned with the new Latino/a/x and Indigenous\* Student Success Plan. Potential applicants were asked to submit applications and describe how their activities aligned with their chosen Success Plan objectives.

The Oregon Department of Education received 28 applications from school districts, community-based organizations, educational service districts, colleges and universities. All of the applications submitted received funding for their projects from July 1, 2022 until June 30, 2023. The number of students served are self reported by the grantees and reflect the unique nature of each project. Some projects provide more direct services to students and families, while others focus on school-wide professional development and curriculum change.



Figure 1. Map of Oregon representing the location of Latino/a/x Student Success Plan grantees



## Accomplishments

The 2021-2023 biennium saw the first full implementation for the Latino/a/x and Indigenous\* Student Success Plan. This took place in the context of a challenging political and social landscape regarding mask mandates in schools as students returned to in-person learning amid criticism of culturally-specific initiatives and curricula.

In light of these issues, the Latino/a/x and Indigenous\* Student Success Advisory Group shepherded several key accomplishments. In the fall of 2021, the Oregon Department of Education published and released the 2021-2023 Latino/a/x and Indigenous\* Student Success Plan, Phase 1. The Latino/a/x and Indigenous\* Student Success Plan was created as a 2-year plan to allow school districts, community partners, and state agencies the opportunity to build capacity, locally and statewide, for a longer and more expansive next phase of the Plan.

The Advisory Group convened for their first half-day retreat in September 2021. Topics and themes of the retreat included: discussing the future of the Latino/a/x Student Success Plan, exploring Latino/a/x student data, and understanding how the policy landscape in Oregon affects Latino/a/x student success. The following year in September 2022, the Advisory Group retreat was held in-person for the first time. At this in-person retreat, the Advisory Group participated in relationship building activities, discussed what it means to serve on the Advisory Group, and discussed important milestones to plan for in the upcoming year. The retreat also included an in-person presentation from one of the 2022 grantees,

the Salem-Keizer Coalition for Equality, who presented on the following programs they are leading: Kindergarten Readiness, parent programs, and Reading Together. Additionally, the Advisory Group appointed their first chair and vice-chair. The chair and vice-chair work closely with Oregon Department of Education staff on a monthly basis to plan the meeting agenda and facilitate discussions.

Starting in 2022, grantees were invited to present an overview of their programs at the monthly Advisory Group meetings and during the monthly grantee meetings. These presentations allowed the Advisory Group to learn about the projects taking place locally as well as to better understand how grant funds are being used. During the grantee meetings, the presentations allowed grantees to learn more about each other's programs, form connections, and create opportunities for shared learning.

Collectively Latino/a/x and Indigenous\* Grantees:

- Served approximately 10,000 students during the first half of 2022-2023 school year and approximately 15,000 students during the second half of the 2022-2023 school year.
- Although grantees self-selected their Success Plan strategies, grantees collectively addressed all 10 Success Plan strategies with the most prominent ones being: parent and family engagement, before and after school engagement, middle school and high school transitions, culturally responsive pedagogy, and community college and technical school enrollment.

In addition, the following testimonies provided by grantees are examples of the tangible impacts Student Success Plan Grant funds are having in Oregon communities :

- Though Listo families really appreciate the convenience of online learning at home, they have been hungry for family-friendly activities within a community they trust. We are very proud of the activities that we've been able to create for them to help them connect in-person and in a joyful way. This is critical to help reduce isolation and to build a network among the families.
- Gervais School District used grant funds to support after school tutoring for students who are preparing to take the English Language Proficiency Assessment language proficiency exam in March. Nearly a dozen staff members tutored over three dozen students, implementing a highly differentiated process. This resulted in English Language Proficiency Assessment gains for these students. These grant funds directly impacted the students' ability to learn and demonstrate their language acquisition on the English Language Proficiency Assessment exam.
- A grantee talked about their work supporting students with reading and offering books with decodable text in both English and Spanish. The purpose of this was for parents to read along with their children. This resulted in this student group increasing their Dynamic Indicators of Basic Early Literacy Skills test scores.
- A grantee commented that after attending a Juntos Family Day, 83% of parents surveyed agreed that their child could finish college and complete a degree, and 79% agreed that their child could have family support to attend college. Among middle and high school students surveyed, 87% agreed that they could see themselves as a college student and 87% agreed that Juntos family day made them feel like they belonged at college.
- Throughout the year, our Family Engagement Specialist has implemented curriculum sessions that teach families how to check academic progress and grades online, as well as how to meet with their student's teachers, counselors, or principals. The aim of the sessions was to provide families with the necessary tools to communicate effectively with the school administration and staff.

- Parent Cafes, a strategy that one grantee shared, were well received by participating parents. Cafes provided parents an opportunity to spend time together to share experiences or developmental concerns, make play dates, and learn about their child's development.
- One program accomplishment that a grantee shared was the collaboration between Fuerza coordinators, Escalera staff at Parkrose School District, and Portland State University where the end result was eight students sharing a final project, which included researching a social justice issue of their choice, and earning 15 college credits from Portland State University.
- Through a grantee's outreach and collaboration efforts, they have built a Dreamer's Resource Center and strong partnerships with the High School Equivalency Program and the College Assistant Migrant Program. The College Assistant Migrant Program, High School Equivalency Program and the Dreamer's Resource Center ended the year with a student celebration/graduation, which sparked the idea of a Latino Graduation for the entire institution moving forward.
- One grantee mentioned that their staff has the only school based therapists on site who are bilingual and bicultural. As such, they have engaged school staff and partnered with administration to create a tailored approach that includes being involved in staff meetings and work groups.
- One grantee shared how they implemented a Pathway Program, which promoted an increase in attendance following the COVID years. This grantee also implemented a very successful Cesar Chavez Leadership Conference. Across all programs, we had an increase in participation.
- One grantee hosted a Tri-County Ethnic Youth Studies Workshop, which featured 45 students from Multnomah, Washington, and Clackamas Counties. The series of workshops aimed to empower students from Latinx and Indigenous communities regarding how learning can be a liberating experience. Through this grant, students also discussed and learned how to identify and understand barriers that they may face during their journey, as well as how to use researched methodologies to overcome those challenges.
- One grantee offered coaching and professional development to teachers of all levels to reinforce delivery of high-quality instruction in both integrated English Language Development and English Language Development, supporting Latinx students across the Central School District. Students and families have reported a high rate of satisfaction with the author visit. Families felt seen and heard through a Latinx author connection. Families felt very supported at the family/community events.

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## Looking Forward to the 2023-2025 Biennium

### Grant Selection and Extension

During the 2023 legislative session session, the legislature provided \$6,341,612 to support the Latino/a/x and Indigenous\* Student Success grant program, an increase of \$255,612 from the previous biennium. In spring 2023, the Oregon Department of Education renewed the current grantees for an additional year of funding, all but one of the grantees submitted their renewal application. The Oregon Department of Education is awarding a total of \$4,872,446 in funding. The remaining funding will be awarded through a request for application process for grant program implementation during the 24-25 school year and beyond.



### **Grant Program Funding Updates**

In an effort towards continuous improvement, the Office of Equity, Diversity, and Inclusion at the Oregon Department of Education is developing policies and procedures to ensure greater alignment, equity, and accountability across the four current Student Success Plans. This includes guidance for the grant programs to ensure fiscal accountability for usage of grant funds.



## Appendix A. Grantee Profiles

### Latino/a/x and Indigenous\* Student Success Grantees 2022-2023

| Grantee Name                             | Grantee Type                 | Counties Served              |
|--|------------------------------|------------------------------|
| Adelante Mujeres                         | Community-based organization | Washington                   |
| Albany School District                   | School district              | Linn                         |
| Beaverton School District                | School district              | Washington                   |
| Centro Latino Americano                  | Community-based organization | Lane                         |
| Educate Ya                               | Community-based organization | Multnomah                    |
| El Programa Hispano Catolico             | Community-based organization | Multnomah                    |
| Eugene School District                   | School district              | Lane                         |
| Gervais School District                  | School district              | Marion                       |
| High Desert ESD                          | Education service district   | Jefferson, Crooks, Deschutes |
| Jefferson County School District         | School district              | Jefferson                    |
| Oregon State University Juntos           | Post-secondary institution   | Various                      |
| Kids Unlimited of Oregon                 | Community-based organization | Jackson                      |
| Klamath County School District           | School district              | Klamath                      |
| Latino Network                           | Community-based organization | Multnomah                    |
| Multnomah ESD/Bars to Bridges            | Education service district   | Multnomah                    |
| Next Door Inc                            | Community-based organization | Hood River                   |
| Northwest Regional ESD                   | Education service district   | Clatsop, Columbia, Tillamook |
| Ontario School District                  | School district              | Malheur                      |
| Parkrose School District                 | School district              | Multnomah                    |
| Portland Community College               | Post-secondary institution   | Multnomah, Washington        |
| PODER                                    | Community-based organization | Marion                       |
| Salem-Keizer Coalition for Equality      | Community-based organization | Marion                       |
| Southern Oregon University               | Post-secondary institution   | Jackson                      |
| South Lane School District               | School district              | Lane                         |
| Southern Oregon Child and Family Council | Community-based organization | Jackson                      |
| Unite Oregon                             | Community-based organization | Multnomah                    |
| Willamette ESD                           | Education service district   | Marion, Polk, Yamhill        |
| Western Oregon University                | Post-secondary institution   | Marion                       |

## Appendix B: Grantee Funding

| Grantee                                 | 2022-2023 Award | 2023-2024 Award |
|---|-----------------|-----------------|
| Adelante Mujeres                        | \$143,988.00    | \$143,964.00    |
| Beaverton SD 48J                        | \$182,111.00    | \$200,000.00    |
| Centro Latino Americano                 | \$250,000.00    | \$200,000.00    |
| Educate Ya                              | \$59,225.00     | \$90,300.00     |
| El Programa Hispano Catolico            | \$250,000.00    | \$200,000.00    |
| Eugene SD 4J                            | \$204,311.00    | \$200,000.00    |
| Gervais SD 1                            | \$204,311.00    | \$200,000.00    |
| Greater Albany Public SD 8J             | \$204,311.00    | \$200,000.00    |
| High Desert ESD                         | \$249,623.53    | \$200,000.00    |
| Jefferson County SD 509J                | \$204,311.00    | \$200,000.00    |
| Kids Unlimited of Oregon                | \$250,000.00    | \$200,000.00    |
| Klamath County SD                       | \$204,111.00    | \$138,058.49    |
| Latino Network                          | \$250,000.00    | \$200,000.00    |
| Multnomah ESD                           | \$200,000.00    | \$200,000.00    |
| Northwest Regional ESD                  | \$250,000.00    | N/A             |
| Ontario SD 8C                           | \$204,311.00    | \$200,000.00    |
| Oregon State University                 | \$250,000.00    | \$200,000.00    |
| Parkrose SD 3                           | \$103,011.00    | \$100,123.00    |
| PODER                                   | \$250,000.00    | \$200,000.00    |
| Portland Community College              | \$250,000.00    | \$200,000.00    |
| The Salem/Keizer Coalition for Equality | \$250,000.00    | \$200,000.00    |
| South Lane SD 45J3                      | \$204,311.00    | \$200,000.00    |
| Southern Oregon Head Start              | \$250,000.00    | \$200,000.00    |

|                                   |              |              |
|-----------------------------------|--------------|--------------|
| <b>Southern Oregon University</b> | \$250,000.00 | \$200,000.00 |
| <b>The Next Door</b>              | \$250,000.00 | \$200,000.00 |
| <b>Unite Oregon</b>               | \$250,000.00 | \$200,000.00 |
| <b>Western Oregon University</b>  | \$222,495.00 | \$200,000.00 |
| <b>Willamette ESD</b>             | \$245,818.00 | \$200,000.00 |