



Support for Oregon's Statewide Equity Initiatives

We believe that Oregon's equity initiatives are strategic investments designed to help improve educational outcomes for our most underserved students through providing systemic supports and technical assistance; implementing evidence-based, culturally-responsive practices; and building strong school, family, and community partnerships. As this work moves forward, we ask that you continue to ensure that this culturally responsive work is designed in collaboration with impacted communities.

Our organizations are deeply invested in the success of these initiatives and urge you to support and fund them:

English Learner Student Success, House Bill 3499 (2015) – \$12.5 million (GRB)

HB 3499 (passed in 2015) is focused on increasing success and improving graduation rates for all English Learner (EL) students in Oregon. The law requires the Oregon Department of Education (ODE) to: 1) identify and help school districts better serve EL students by setting goals for EL student growth and achievement; providing assistance and tools to support quality EL programs; and ensuring that programs meet the needs of our EL students; 2) create clearer expectations and guidelines for reporting on EL student progress and how EL dollars are spent -- that way reporting and budget coding are consistent across all districts which helps ensure that the state and districts are monitoring EL student progress and how EL dollars are used to support student learning; 3) provide \$12.5 million to help implement the new law, and support the statewide EL plan.

African American and Black Student Success, House Bill 2016 (2015) – \$12 million (GRB)

HB 2016 (passed in 2015) is committed to providing more equitable, culturally-responsive supports for Oregon's African American and Black students throughout our education system -- from early learning through postsecondary. The bill directs the ODE to implement a statewide education plan for African American and Black students that addresses the systemic disparities experienced by African American and Black students in every indicator of academic success. The law also allows ODE to award grants to early learning service providers, school districts, post-secondary institutions, and community-based organizations to implement strategies developed in the plan.

Tribal Attendance Pilot Project (funded in 2015) – \$1.5 million (GRB)

The Tribal Attendance Pilot Project, AKA "TAPP," launched in 2015. TAPP is focused on increasing attendance among American Indian/Alaska Native students. TAPP provides targeted funding to participating districts who partner with Oregon tribes and family advocates to strengthen connections with students, their families and community partners; they also work collaboratively to develop school-wide initiatives that are culturally responsive for students and families.

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Tribal History/Shared History, Senate Bill 13 (2017)

SB 13 (passed in 2017) is dedicated to ensuring the Oregon's tribal history is reflected in Oregon's educational materials. The law directs ODE to develop a statewide curriculum relating to the Native American experience in Oregon, including tribal history, tribal sovereignty, culture, treaty rights, government, socioeconomic experiences, and current events.

American Indian/Alaskan Native Plan, Senate Bill 14 (2019) – \$6.2 million

SB 14 (introduced in 2019) is dedicated to funding Oregon's American Indian/Alaska Native (AI/AN) Education State Plan. The bill also directs ODE to consult with the AI/AN advisory group regarding the development and implementation of plan, grant awards and rulemaking. For some historical context, Oregon's State Board of Education adopted the AI/AN Education State Plan for 2015-2017. The plan contained 11 objectives yet lacks adequate funding for implementation. This plan is currently being revised for the 2018-22 school years.

Latino Student Success Plan, House Bill 2440 (2019)

HB 2440 (introduced in 2019) directs ODE to create an advisory committee comprised of community stakeholders and education administrators to address system-wide barriers experienced by Latino students. The committee will create a statewide education plan to support Latino student success, from early childhood through post-secondary.

Early Learning Equity Fund, House Bill 2897 (2019) – \$20 million

HB 2897 (introduced in 2019) would direct the Early Learning Division (ELD) to administer the Early Childhood Equity Fund to support culturally specific early learning, early childhood and parent support programs across the state. To be eligible, a program must be culturally specific and have a proven track record of providing effective outreach, support, and resources to underserved children and their families. The bill also requires the ELD to provide bi-annual evaluations to the legislature to track alignment with positive childhood and family indicators.

Inclusive Educational Materials, House Bill 2023 (2019) (CSL budget)

HB 2023 (introduced in 2019) builds on the work of the Ethnic Studies bill of 2017 by working to ensure that instructional materials reflect the diversity of our communities. If passed, HB 2023 directs the State Board of Education to adopt textbooks and instructional materials that address the contributions and roles of Native Americans, Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent, women, people with disabilities, immigrants, refugees and individuals who are lesbian, gay, bisexual or transgender, to the economic, political and social development of Oregon and the United States of America. It also directs ODE to provide professional development to teachers and administrators on ethnic studies standards.

Signed,

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