



To: Senate and House Committees on Education
Re: HB 2009 and SB 141 - K-12 Accountability
Date: 3/11/2025

Latino Network was founded in 1996 by advocates for the needs of the growing Latinx community in Multnomah County. Since then, these grassroots beginnings have evolved into a continuum of services that support Latinx individuals, families, and communities. Our programs currently focus on education, advocacy & leadership, health & wellness, economic justice, youth empowerment & violence prevention, and arts & culture, engaging nearly 11,000 community members throughout Multnomah, Clackamas, and Washington Counties in the last year. We are the leading culturally-specific provider for Latinx youth, parent, and family services in the Portland area with the goal of serving the nearly 19% of Oregon's population who identify as Latinx or Hispanic.

Latino Network currently provides direct services to youth and families in Senate Districts 13-15 and 19-25 and House Districts 25, 26, 28, 29, 37, 40 and 42-50.

We support the efforts of HB 2009 and SB 141, to build upon and improve evidence-based measures of student success, strengthen state support and interventions in struggling school districts, and deliver better outcomes for all students. We know that a positive and engaging school environment is necessary for a lifelong love of learning that supports thriving in all phases of our lives. Our youth deserve an education system that is dedicated to supporting them and celebrating their successes.

Oregon has provided much-needed increases in public education funding, yet academic outcomes of Oregon students remain among the worst in the nation. To drive meaningful change, the Legislature must ensure that our significant public dollars are directly advancing student success. As we seek to close the achievement gap between the State of Oregon and other states, we must also close achievement gaps that have persisted for students of color, low-income students, and students with disabilities.

Key to this plan, and missing from the language of the K-12 Accountability bills, is incorporation of the Student Success Advisory Councils and the identity based grant programs. These Advisory councils were established specifically to ensure that state level decisions were able to incorporate direct feedback and guidance from people who understand the disparities our students face. These councils need to be part of making sense of the data being collected; without the kind of robust feedback loop they can provide, how will this data be more than just a compliance activity.

The identity based grant programs should be able to use data to help direct state funding and school priorities towards those initiatives that are showing promise in reducing gaps and increasing student achievement.

We recommend that these bills be amended to include a key role for the advisory councils to review data and make recommendations on how the identity based grant programs can be deployed to effectively move the dial. This was their original charge and should not be forgotten in this education reform conversation.

The funding allocated to the identity based grant programs should be revised to be aligned with the population of students they hope to engage and the work they intend to achieve, rather than just arbitrarily amounts of funds aligned more with political will than student achievement goals.

Collecting the data is only the first step, understanding the story that data tells us and where we see the potential solutions is a community wide effort, and must include those who understand the students, their families and their communities.

- **Empower the plan advisory councils:** Ensure all councils have a guiding charter, have clarity on what authority they have to request information, have an ability to analyze data and to impact funding formulas to achieve outcomes. Council should have clear and consistent opportunities to partner with each other to increase intersectional planning, programming and grant making across the different plans.
- **Intentionally budgeting to outcomes:** Funding allocations should be aligned with achieving intended outcomes. ODE should partner with advisory councils and CBOs to better understand how to calculate funding availability for in-and-out-of-school time investments and monitor progress. This information should be used to develop formulas that ensure funding is capable of achieving intended outcomes