

African American/Black Student Success Plan 2022 Biennial Report to the Oregon Legislature

Office of Equity, Diversity, and
Inclusion Initiatives

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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 Department of Education Office of Equity, Diversity, and Inclusion (EDI), is working to address and reverse the inequities suffered as a result of these biased systems for Oregon's students. Specifically, the Oregon Department of Education's [African American/Black Student Success Plan](#) ("AABSS Plan") has promised to address historic educational inequities and remove systemic barriers to academic success for African American/Black students, while bolstering family services and culturally responsive in-school and community supports.

In 2015, the Oregon Legislature enacted House Bill 2016, which was codified as ORS 329.841. This legislation directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black/African students who are in early childhood through postsecondary education programs and convene an advisory group to advise the Department on the creation and implementation of the plan.

Under ORS 329.841, the AABSS Plan must:

- I. Address:
 - (a) the disparities experienced by plan students in every indicator of academic success, as documented by the department's statewide report card;
 - (b) the historical practices leading to disproportionate outcomes for plan students; and
 - (c) the educational needs of plan students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation
- II. Provide strategies to:
 - (a) Decrease the disproportionate rate of disciplinary incidents;
 - (b) Increase parental engagement;
 - (c) Increase the engagement of students in educational activities before and after regular school hours;
 - (d) Increase early childhood and kindergarten readiness;
 - (e) Improve literacy and numeracy levels between kindergarten and grade three;
 - (f) Support student transitions to middle school and through the middle and high school grades to maintain and improve academic performance;
 - (g) Support culturally responsive pedagogy and practices from early childhood through post-secondary education;
 - (h) Support the development of culturally responsive curricula from early childhood through post-secondary education;
 - (i) Increase attendance of plan students in community colleges and professional certification programs; and
 - (j) Increase attendance of plan students in four-year post-secondary institutions of education

The African American/Black Student Success Advisory Group ("Advisory Group"), which consists of community members, education stakeholders and representatives of the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission, convened in 2015. The Advisory Group contributed heavily to the AABSS Plan, which was published in 2017. The Advisory Group

typically meets ten times annually and continues to advise on Plan implementation and updates, administrative rules, and the Plan's associated grant program.

ODE 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 in the AABSS Plan. ODE 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 ODE to further refine the Plan and inform effective internal agency and cross-agency implementation as well as external (i.e. district) implementation of the AABSS Plan.

In 2019-2021, ODE funded 12 AABSS Plan grantees,¹ which served 3,067 students across the state of Oregon, including 2,374 African American/Black students. Of the 11 grantees, nine are headquartered in the Portland Metro Region of Oregon (including Multnomah and Washington Counties) and two are based in the Southwest region (including Lane and Jackson Counties). One of the Metro-based grantees serves students and families in Malheur and Marion counties while another also operates service sites in Yamhill, Linn, and Lane Counties.

There were legislative and rule updates in 2019 and 2021 that impacted the African American/Black Student Success Plan. In 2019, the African American/Black Student Success Plan was included amongst 16 expanded and 12 new education initiatives in the 2019 Student Success Act. As a result, AABSS grants are now funded through both the general fund and the Student Education Investment Account. ORS 329.841 was amended in 2021 to include education service districts among eligible grantees. In light of the creation of additional culturally specific statewide education plans, ORS 329.841 was also amended to delete, "or a member of a student group that is not covered under an existing culturally specific statewide education plan" from the definition of "plan student." Finally, the Oregon Administrative Rules governing AABSS Plan grants² were amended in 2021 to be more inclusive; yield greater geographic equity across the state; provide increased support for community-based organizations supporting African American/Black students; strengthen the use of equity-based terminology; and incorporate lessons learned over the course of the program to provide a smoother and more equitable process.

In the Spring 2021, ODE released a request for applications for the AABSS grant program. Previous grantees seeking funding were required to reapply. Of the 16 applications received, 14 grants were awarded,³ serving students from early childhood through secondary education. Due in part to Department of Justice processes, grantees' receipt of funds and an executable grant agreement continue to be significantly delayed, with only one grantee having an executed grant agreement at this time. Such delays have serious impacts for many grantees; some have had to delay programming due to limited capacity for self-reimbursement.

During the fall of 2021, ODE opened submissions of statements of interest for new AABSS Advisory Group members, resulting in an Advisory Group with about 50% new members. The Advisory Group's work during 2022 will focus on updating the AABSS Plan and advising on strategies to effectively

¹ Though the 2019-2021 grant cycle began with 12 grantees, one grantee discontinued service provision due to COVID-19 and subsequently withdrew from the funding cycle.

² OAR 581-017-0550 to 581-017-0565.

³ See Appendix B for a complete list of grantees and award amounts for 2019-2021 and 2021-2023.

operationalize implementation of the AABSS Plan across ODE offices and other relevant agencies and ultimately across all Oregon school districts.

History and Purpose

In 2015 the Oregon Legislature enacted House Bill 2016, which was codified as ORS 329.841. This legislation directs the Oregon Department of Education (ODE) to develop and implement a statewide education plan for African American/Black/African students who are in early childhood through postsecondary education programs. ODE was directed to convene an advisory group comprised of community members, education stakeholders and representatives of the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission. The purpose of the advisory group is to advise ODE on the development and implementation of the plan as well as criteria, processes and expectations regarding grant awards; and adoption of rules by the State Board of Education for the implementation of the plan.

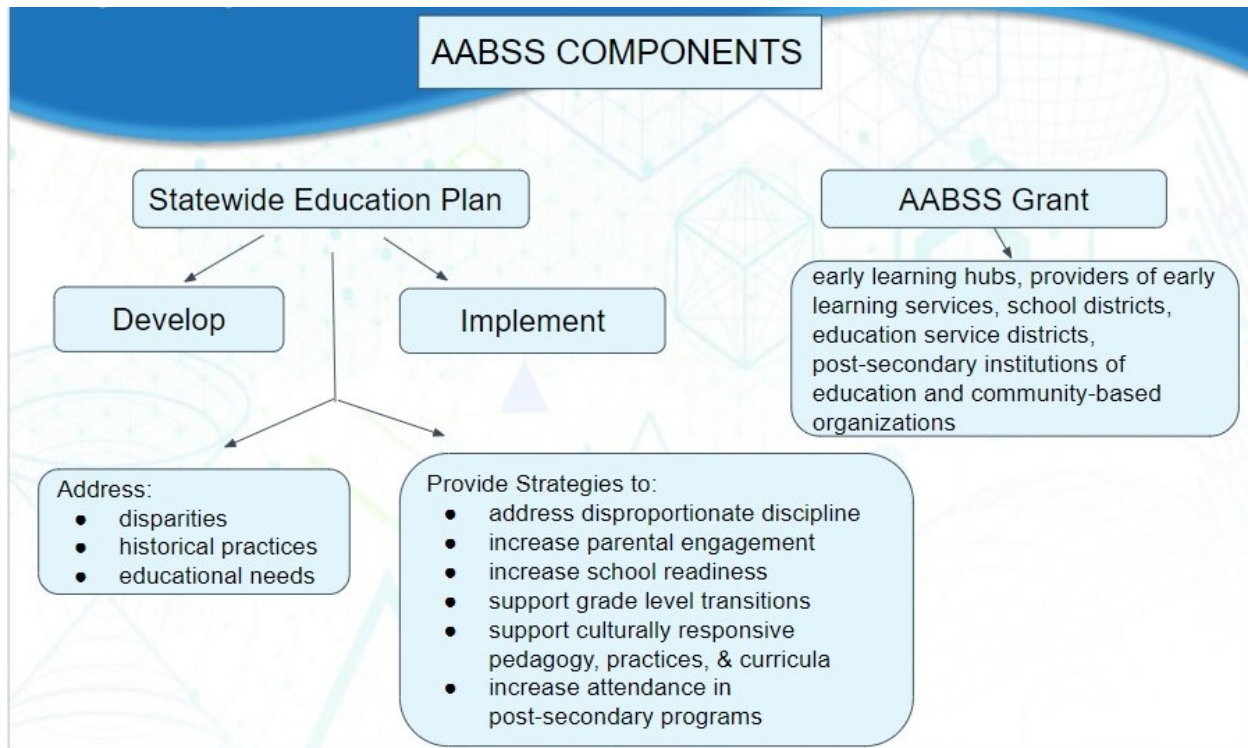
The Oregon Legislature passed this initiative to address the emergency of the disparities and disproportionalities of academic opportunities and outcomes experienced by Oregon's African American and Black students. House Bill 2016 presented the following data from the 2013-2014 school year as evidence of the disparities and disproportionalities and to demonstrate the need for the legislation:

- 11 percent of Black or African-American students experienced one or more discipline incidents, compared with 5.9 percent of all students;
- 52.6 percent of Black or African-American elementary school students met reading achievement targets, compared with 70.5 percent of all elementary school students;
- 38.9 percent of Black or African-American elementary school students met math achievement targets, compared with 62 percent of all elementary school students;
- 50.6 percent of Black or African-American middle school students met reading achievement targets, compared with 69.7 percent of all middle school students;
- 39.3 percent of Black or African-American middle school students met math achievement targets, compared with 62.2 percent of all middle school students;
- 65.8 percent of Black or African-American high school students met reading achievement targets, compared with 85.6 percent of all high school students;
- 41.8 percent of Black or African-American high school students met math achievement targets, compared with 70.7 percent of all high school students;
- 57.1 percent of Black or African-American high school students graduated within four years, compared with 68.7 percent of all high school students;
- 59.4 percent of Black or African-American high school students graduated within five years, compared with 73.2 percent of all high school students;
- 4.93 percent of female Black or African-American students dropped out of school, compared with 3.34 percent of all female students;
- 7.41 percent of male Black or African-American students dropped out of school, compared with 4.58 percent of all male students

Although the statistics above are nearly 10 years old, African American/Black students continue to experience damaging disparate opportunities and disproportionate outcomes in early childhood, youth development, K-12 and higher education. Recognizing that these disproportionate outcomes can be attributed to Oregon's historic and continued systemic, institutionalized, explicit, and implicit biases against persons of color, ORS 329.841 requires that the AABSS Plan address:

- (a) The disparities experienced by plan students in every indicator of academic success, as documented by the department's statewide report card;
- (b) The historical practices leading to disproportionate outcomes for plan students; and
- (c) The educational needs of plan students from early childhood through post-secondary education by examining culturally appropriate best practices in this state and across the nation.

African American/Black Student Success Components



African American/Black Student Success: Timeline

Below is a timeline of the AABSS Plan from inception to present time.

2015: Legislature created the AABSS Plan [HB 2016 (2015)]

2015: Advisory Group convened

2017: Adoption of the first AABSS Plan

2015-17: First Grant Cycle: Cohort 1A: 4 grantees

Cohort 1A: RFA process selected 4 grantees, primarily located in the Portland-metro area.

2018: Second Grant Cycle: Cohort 1B: 9 grantees

Cohort 1A: Renewal of original 4 grantees

Cohort 1B: RFA process added 5 grantees (additional community-based organizations and local education agencies; expanded geographic reach to southern Oregon and Lane county)

2019: Legislative Session: Student Success Act

The Oregon legislature provided additional \$3.8 million 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 \$10 million in grant-in-aid funding for the 2019-21 biennium and allowed ODE to extend the grant program to new recipients.

2019-21: Third Grant Cycle: Cohorts 1A, 1B & 2: 12 grantees⁴

Cohort 1A & 1B: Renewal of 9 grantees

Cohort 2: RFA added 3 new grantees from the early learning area. The grant application prioritized birth-to early learning, higher education as well as central and eastern Oregon in order to complete the grade cluster and population continuum per the AABSS Plan and as recommended by the Advisory Committee.

2021-23: Fourth Grant Cycle: Cohort 3: 14 grantees

- Oregon legislature provided \$6,495,804 in general funds and \$7,947,660 in other funds from the Statewide Education Initiatives Account of the Student Success Act to support Plan implementation and the grant program.
- New RFA: All current grantees were required to re-apply (Cohorts 1A, 1B and 2)
- 9 previously awarded grantees selected
- 5 new grantees added
- Expanded geographic service area

Plan Development

The Oregon Department of Education was instructed to develop and implement a statewide education plan for African American/Black students who are in early childhood through post-secondary education programs. The plan must provide strategies to address the following objectives:

- 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

The Advisory Group convened in 2015 and was instrumental in the development of recommendations and strategies for the AABSS Plan, which includes specific objectives and metrics, relevant accountability partners for each objective, and strategies to accomplish the objectives. To address the statutorily mandated strategies listed above, the AABSS Plan includes the following objectives:

- Early Childhood through Prekindergarten 1-4 Objectives
 - Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

⁴ Though the 2019-2021 grant cycle began with 12 grantees, one grantee discontinued service provision due to COVID-19 and subsequently withdrew from the funding cycle.

- Increase number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments
- Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners
- Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
- Kindergarten through Grade 3: 1-4 Objectives
 - Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
 - Increase number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population
 - Increase amount of available culturally responsive curriculum in Oregon schools for African American/Black students
 - Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
- Grade 4 through Grade 8: 1-4 Objectives
 - Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
 - Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
 - Reduce number of discipline incidents for African American/Black Students
 - Increase attendance and reduce absenteeism rates for African American/Black students
- Grade 9 through Grade 12: 1-5 Objectives
 - Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
 - Reduce number of discipline incidents for African American/Black Students
 - Increase attendance and reduce absenteeism rates for African American/Black students
 - Increase rate of freshman on-track for African American/Black students
 - Increased graduation rates for African American/Black Students
- Post-secondary: 1-4 Objectives
 - Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon
 - Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers
 - Ensure that 90% of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate
 - Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within 3 years; an additional 40% complete a Bachelor's degree within 6 years

Plan Implementation

In the initial years following passage of the legislation, ODE focused on establishing the Advisory Group, developing the Plan, and setting up the mechanisms for distribution of grant funds. With this foundation established, ODE is beginning to focus on statewide implementation of the Plan. Statewide implementation involves operationalizing the Plan through:

- Alignment and integration of Plan strategies with other educational or relevant initiatives and offices throughout ODE, and other Oregon agencies, such as the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission.
- Alignment and implementation of Plan strategies in all Oregon school districts.

ODE is working to align objectives and strategies across the different programs and funding sources of the Student Success Act. This will facilitate evaluation of outcomes across programs and shared accountability shared across the agency.

Statewide Plan: *Aligning and Imbedding the AABSS Plan across Agency Initiatives and School Districts*

ODE is working to elevate the student success plans and hold ourselves accountable to the objectives in the plans by operationalizing them through practice and policy across not only the agency but ultimately across all of Oregon's school districts. ODE is also working to align the objectives and strategies across the different programs and funding sources of the Student Success Act. This way, outcomes can be evaluated across programs and accountability is shared across the agency.

Specifically, we are working to align the AABSS Plan to the following ODE Initiatives:

- ODE's Equity Strategic Plan
- Equity Statewide Plans (AABSS, AI/AN, LGBTQ2SIAplus, Latinx)
- Student Investment Account, including:
 - SIA District Plans;
 - SIA Intensive Coaching Program; and
 - Status updates on district MOUs with AABSS partners in SIA Reporting
- Other initiatives, such as statewide literacy and math efforts

Along with implementing the AABSS Plan across agency initiatives, ODE is working towards implementing the AABSS Plan objectives and strategies in Oregon school districts by:

- Increasing mechanisms of accountability;
- Disseminating best practices;
- Understanding the unique implications of intersectional identities and geographic location,
- Eradicating structural barriers; and
- Understanding as well as communicating the best methods of providing appropriate support and resources for African American/Black communities across all school districts in Oregon.

Advisory Group

ORS 329.841 directs ODE to convene an advisory group comprised of:

- Community members;
- Education stakeholders; and
- Representatives of the Early Learning Division, the Youth Development Division and the Higher Education Coordinating Commission

The Advisory Group is statutorily directed to advise the Department on:

- Development and implementation of the AABSS Plan;
- Eligibility criteria, applicant selection process and expectations for recipients of African American/Black Student Success grant awards; and

- Adoption of rules by the State Board of Education for the implementation of the AABSS Plan

To fulfill the charge above, the Advisory Group is expected to:

- Advise the Department on updates to Plan development and implementation, including consistent, sufficient, and ongoing funding of the AABSS Plan each biennium;
- Periodically review the design and impact of the Plan on intended outcomes;
- Provide relevant feedback and community information/insight specific to the success of African American/Black students across the early childhood to post-secondary education system;
- Advise the Department on the legislatively mandated biennial report concerning the progress of the Plan and
- Collectively possess the following skill set:
 - Knowledge of how to impact institutional change in the areas of equity, diversity, and inclusion
 - Understanding of accountability through assessment, pointing to positive measurable outcomes
 - Expertise across multiple dimensions of diversity
 - Connection to, relationship with, and advocacy for African/African American/Black/African Diaspora communities
 - Professional background or community leadership in engaging educational equity

When selecting advisory members, every effort is made to ensure that the composition of the AABSS Advisory Group reflects the diversity and representation of our students, families, and community stakeholders. Starting in 2022, two member seats will be reserved for student members to ensure student voice in the advisory process. In addition, community members and education stakeholder members 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 lesbian, gay, bisexual, transgender/non-binary, queer/questioning, Two-Spirit, intersex, asexual, +⁵);
- Parents, Families, and Caregivers;
- Educators;
- Culturally-specific Community Based Organizations (CBOs) that work with African/American Black Students and/or Families;
- English language learners;
- African Diaspora immigrant populations;
- Individuals with disabilities;
- Early Childhood Educators;
- Community members working in juvenile justice; and/or
- Representation of diverse identities (e.g., race, ethnicity, gender, sexual orientation, social class, dis/ability, etc.);

⁵ The “+” symbol recognizes that there are myriad ways to describe gender identities & sexual orientations.

The advisory group meets monthly⁶ 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.

During the fall of 2021, ODE opened submissions for statements of interest for new AABSS Advisory Group members, resulting in an Advisory Group with about 50 percent new members. This composition retains the historical knowledge of the Advisory Group while making space for new voices and increased representation. The Advisory Group's work during 2020 and 2021 focused primarily on the external evaluation,⁷ Oregon Administrative Rule amendments, the Request for Applications for the grant, amendments to the AABSS Advisory Group Charter, and onboarding and supporting new grantees. Over the course of 2022, the Advisory Group will focus on updating the AABSS Plan and advising on strategies to effectively operationalize implementation of the AABSS Plan across ODE offices and other relevant agencies and ultimately across all Oregon school districts.

AABSS Policy Changes

In 2021, the AABSS Plan had policy changes in statute, administrative rules and data collection.

Statutory Amendments

In 2021, ODE requested the legislature make two changes to the African American/Black Student Success statute:

1. Amend ORS 329.841 to remove “a member of a student group that is not covered under an existing culturally specific statewide education plan.” This amendment clarifies that ORS 329.841 applies only to the African American/Black Student Success Plan. Additionally, ODE now has authority to identify other student groups for statewide plans under legislation passed in the 2019 session. [See [ORS 327.254 \(1\)\(e\)](#)]
2. Allow education service districts to receive grants under the African American/Black Students Success Plan.

The Legislature codified these changes with the passage of HB 2060 (2021).

Oregon Administrative Rules (OAR) Amendments

Advisory group examined rules to assure that the eligibility criteria continues to provide the most effective method for directing grants to support the Plan's objectives, as well as addressing other issues (see list below). The State Board of Education adopted these rule changes in April 2021.

Specifically, rules were amended to:

- Make eligibility criteria more inclusive;
- Yield greater geographic equity among grant applicants and students;

⁶ The Advisory Group typically does 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.

⁷ An Advisory Group subcommittee met regularly with the External Evaluators, along with ODE employees, to advise the evaluators on multiple topics relevant to the evaluation, such as scope and type of questions for interviews with grantees, type of data collection and analysis that would be helpful for both program evaluation and improvement, and manner of engagement with grantees, districts, schools, students, families, and community partners.

- Provide increased support for community-based organizations supporting African American/Black students;
- Strengthen the use of equity-based terminology to equalize power and participation amongst grantee partnerships and coalitions; and
- Incorporate lessons learned over the course of the program to provide a smoother and more equitable process.

Data Collection - Counting African American/Black Students in Oregon: *The Impact of Disaggregating Race and Ethnicity Categories for Multiracial and Hispanic Students*

In most instances, the Oregon Department of Education uses the federal definition for racial categories to describe and count student populations. Under the federal rules, if a student identifies as Black along with Multiracial or Hispanic, the student is categorized as Multiracial or Hispanic, effectively erasing their Black identity. This approach is problematic for two primary reasons:

1. The federal definition erases over half of the African American/Black students enrolled in Oregon's K-12 schools. (See Figures 1 and 2 below.)
2. Students who identify as Black along with another racial or ethnic category have similar educational outcomes as students who identify exclusively as Black, as their lived experiences are subject to similar systemic inequities, bias, and racism.

In an effort to more accurately identify the students who should and are being served by the AABSS Plan, the data below utilizes inclusive counts for African American/Black students. Thus if a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black.

Figure 1: Total African American/Black Student Population: 2014-2020

The chart below (Figure 1) shows the difference in the African American/Black student population depending on how a student’s race and ethnicity is defined. Since the 2014-2015 school year, the number of African American/Black was under 15,000 annually using the federally-defined counts but over 30,000 annually if using the inclusive counts.

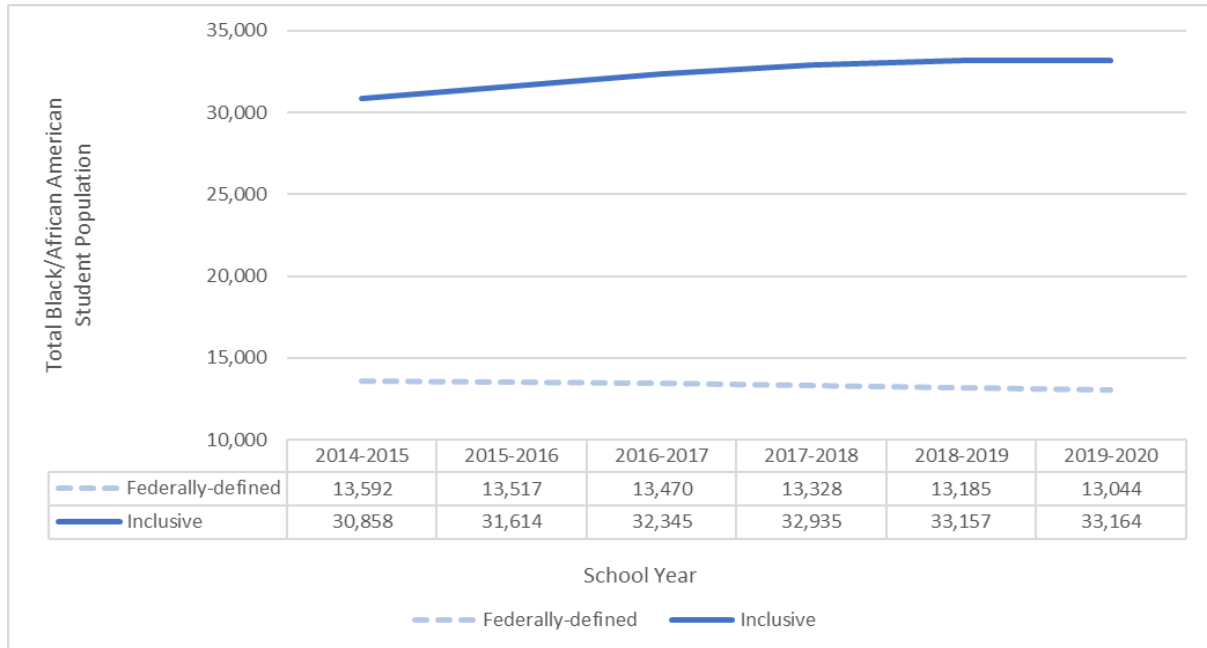
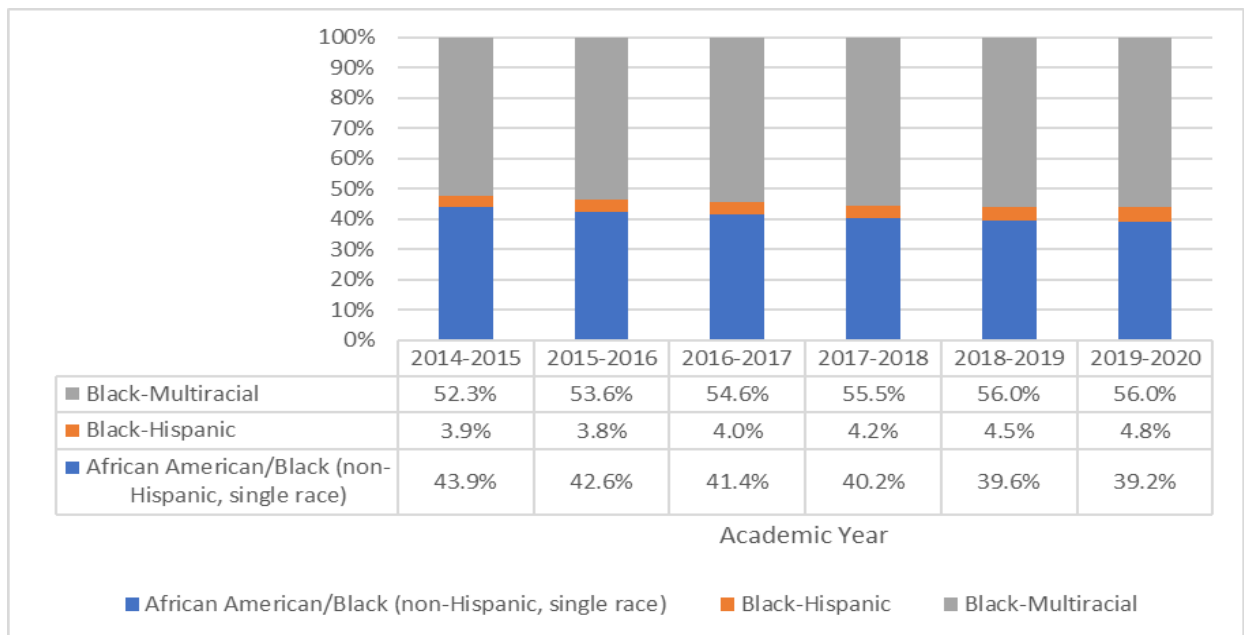


Figure 2. Overall Population of African American/Black Students in Oregon from 2014-2020, Disaggregated by Multiracial, Hispanic, and Single-race Proportions

Figure 2 shows the proportions of students in the categories that comprise the inclusive definition of the African American/Black population for Oregon overall.



Source: ODE Annual Cumulative ADM. Counts are deduplicated.

2021 External Evaluation of AABSS Grant Program

In 2019, the Department issued a Request for Proposals for an independent evaluation of the AABSS Plan's progress according to the indicators. In spring 2020, the Department awarded a contract to NPC Research (NPC) to conduct the evaluation of the 2019-2021 AABSS grantees. Based on the findings from both qualitative and quantitative analyses, NPC Research recommends that ODE and the AABSS Advisory Group address the following objectives going forward:

- Increase awareness of the AABSS Plan among education stakeholders.
- Develop protocols for school and district collaboration with grantees.
- Build grantee capacity to collect and use data.
- Establish learning collaboratives.
- Strengthen implementation of the AABSS Plan along the pathway from early learning to postsecondary education.
- Pursue system level changes.

As resources and staff capacity allow, ODE will continue to work towards implementing the recommendations in the evaluation report. For more information on the evaluation findings for individual grantees, please refer to Appendix A. The complete [African American/Black Student Success 2021 External Evaluation Report](#) is available on the [African American/Black Student Success website](#). Data below on Communities and Grade Levels Served, Selected Indicators, and Pilot Study are excerpts from the 2021 External Evaluation Report.

2019-2021 Grant Update

In 2019, Cohort 1A and 1B grantees submitted short form applications at the recommendation of the Advisory Group to review progress for grant implementation and for ODE to determine if grantees should be funded for an additional cycle. This review process allowed ODE to target sustainable funds to high-impact components of each of the grantees' projects.

The Request for Applications ("RFA") for 2020-2021 grants prioritized birth-to-early learning, higher education, and geographic location in central and eastern Oregon in an effort to complete the grade cluster and population continuum per the AABSS Plan and as recommended by the Advisory Group (though other application areas were welcomed across indicators). That RFA resulted in grant awards for three additional grantees, all birth-to-early learning, with two in the greater Portland metropolitan area and one in Salem (Marion County) (Cohort 2).

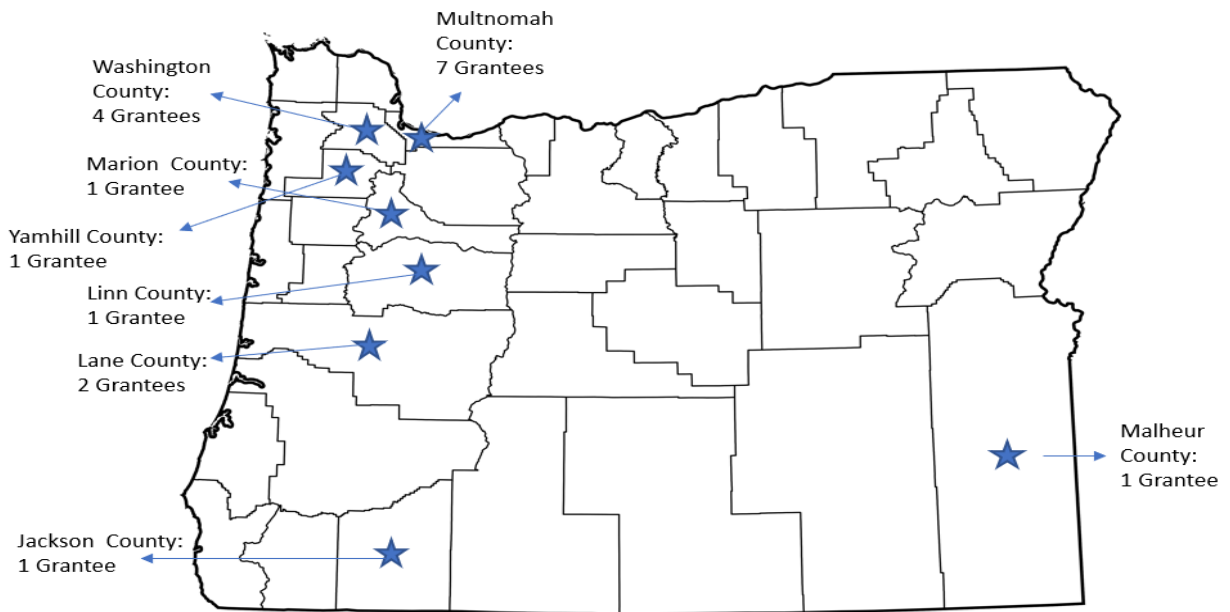
In sum, ODE awarded grants to 12 grantees during 2019-2021. However, one of the new Cohort 2 grantees discontinued service provision due to COVID-19 and subsequently withdrew from the funding cycle. AABSS grants were awarded to the following culturally specific community-based organizations and school districts: REAP Inc., Self Enhancement Inc., Immigrant and Refugee Community Organization (IRCO), Multnomah Education Service District, Elevate Oregon, Medford School District, Lane Education Service District, Washington County/Beaverton School District, African Youth and Community Organization (AYCO), Black Parent Initiative, Education Explorers, and Seeds of Promise.

Communities Served by AABSS Plan Program Initiatives

Of the 11 grantees funded by the AABSS Plan in 2019-2021, nine of them are headquartered in the Portland Metro Region of Oregon (including Multnomah and Washington Counties) and two are based in the Southwest region (including Lane and Jackson Counties). One of the Metro-based grantees, IRCO, serves students and families in Malheur and Marion counties. Another Portland metro-based grantee, Multnomah ESD Bars to Bridges, also operates service sites for justice-involved youth in Yamhill, Linn, and Lane Counties (Figure 3).

From June 2020 through June 2021, AABSS Plan grantees reported collectively serving 3,067 students across the state of Oregon, including 2,374 African American/Black students.

Figure 3. Counties Served by AABSS Grantees in 2019-2021



Source: AABSS Plan Grantee Program Data. Note: Grantees can serve students and families in multiple counties.

Grade Levels Served by AABSS Plan Program Initiatives

Grantees in 2019-2021 served students from early childhood to postsecondary education, with the highest concentration of students served in grades 4 through 12. In Figure 4, the shaded cells represent the grade levels served by the Grantee in the respective row.

Figure 4. Grade Levels Served by AABSS Grantees in 2019-2021

	Early learning / Kindergarten	Grades K-3	Grades 4-8	Grades 9-12	Postsecondary
African Youth and Community Organization (AYCO)					
Black Parent Initiative (BPI)					
Early Learning Washington County and CAIRO (SPACE)					
Education Explorers, LLC					
Elevate Oregon					
Immigrant and Refugee Community Organization (IRCO)					
Lane Education Service District					
Medford and Ashland School Districts					
Multnomah Education Service District (MESD): Bars to Bridges					
R.E.A.P: Black/African Student Success Plan Program					
Self-Enhancement, Inc. (SEI) and POIC + RAHS					
Total	2	7	9	8	3

Accomplishments: *Serving Students during Difficult Times*

COVID-19 presented multiple challenges for communities, students, families, organizations, educators, and staff. In addition, 2020-2021 saw a surge of openly racist activity in Oregon, including hate symbols on school buildings, “Zoom-bombed” racial slurs in digital classroom spaces, and racist harassment in physical spaces. While there was great anti-racism and social justice activism, there was also a near

constant flow of potentially trauma-inducing images and video of physical violence against Black bodies. Finally, Black students across the state also lost multiple current and former Black classmates to murder.

During these difficult times, AABSS grantees served as vital and unparalleled resources for students, families, schools and districts, oftentimes being the only ones who could find, reach, connect and communicate with students and families during extended school closures. Below is a brief list of just some of the many invaluable services and supports that African American/Black Student Success grantees provided during this unprecedented time.

Collectively AABSS Grantees:

- Served approximately 3,000 students during the 2020-2021 school year, while most schools were operating virtually and many communities were locked down.
- Provided internet access, computers, and technical assistance to students while school buildings were closed.
- Contacted students to check in on their academic progress and their overall wellness as a whole.
- Served as a “lifeline” to students and families during school and business shutdowns by helping families with basic health and safety needs such as food and hygiene products.
- Conducted 1:1 tutoring and homework help for students falling behind due to lack of resources at home during school closures.

In addition, specific grantees provided the following as indicated:

- Hosted a six-week Youth Leadership Program (YLP) for leadership skill development and planning future goals. (AYCO)
- Literacy mentors met with students outdoors at their homes. (BPI)
- Built a positive culture identity framework into the programming for middle school students and had daily discussions regarding their experiences, fears, dreams, goals, and solutions. (BPI)
- Organized monthly Black parent nights via zoom at Buena Vista Elementary School. (Lane ESD)
- Provided paid mentorship programs for teachers of color from Lane County schools to learn about STEM programs. (Lane ESD)
- Organized “Virtual Cultural Awareness” nights for school teachers and staff that focused on immigrant and refugee communities' culture, impact of COVID 19 on immigrant and refugee families, language barriers, and challenges/successes of immigrant students and families. (IRCO)
- Supported the University of Oregon School of Journalism’s efforts to provide mentorship and leadership opportunities to middle and high school students on publishing a magazine and developing videos, which were shared nationally to help with outreach and community engagement. (Lane ESD)
- Transformed Sacred Roots doula and lactation services program to virtual service delivery, including establishing “tele-doulas” through video platforms, such as FaceTime, so that doulas could be with their clients during labor and delivery. (BPI)
- Helped organize COVID-19 vaccination education workshops and clinics, connect families with personal protective equipment and other essential resources, and made considerable referrals and provided supports with employment. (IRCO)
- Provided virtual after school courses to students via Google Meet, YouTube and Instagram, in which students could watch school courses that were previously recorded and interact with In-School Service Coordinators. (SEI)
- Offered much-needed summer enrichment programs to help alleviate the mental and emotional trauma that students went through during the pandemic. (Washington County)

- Organized student and parent meetings to support students following the murder of a Black former student who was shot by an older white man in Ashland, Oregon, presumably for playing music more loudly than the white male shooter wanted him to. The student and parent meetings provided an opportunity for all the students to understand they were experiencing very similar circumstances. The experiences range and include one student realizing her friends were saying hateful things about Black people on social media but not to her face; and another student sharing how YMCA staff said hateful things about the current United States Vice President due to her ethnicity. (Medford-Ashland School Districts)
- Conducted *Together We Can* home visits and learned about parents' distress at the amount of gun violence in their Portland neighborhoods to the extent that parents do not want to go for a walk or take their children to a park.
- Talked to students about being aware of their surroundings to make sure that as students of color they are as safe as possible in public spaces.
- Provided opportunities for students to discuss racism and trauma to generate empathy, concern, and compassion and acknowledge the fear, anger, hostility, and the wide host of reactions that lie along this continuum
- In light of the increase in openly racist activity, student and family advocates met with families to develop additional safety planning ideas, check in regularly on youth and families, and lead activities directly related to social/racial justice, community healing and overall wellness/wellbeing for both staff and youth/families.
- Partnered with a mental health professional to lead ongoing staff support groups to support staff as they support youth and families. The mental health professional also led therapeutic art sessions directly for youth during winter break.
- Grantee youth council and an Asian immigrant youth council led a workshop to discuss accountability amid anti-Black hate.

AABSS Indicators Addressed by Grantees

Grantees of the AABSS Plan grant program use funds to create or expand an exemplar program and develop collaborative practices to address one or more of the objectives outlined in the AABSS Plan. The objectives are summarized in the 14 indicators in the table below. Note that none of the grantees addressed Indicators 13 or 14 during the 2019-2021 funding cycle.

Indicator 1: Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten.
Indicator 2: Increase number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments.
Indicator 3: Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners.
Indicator 4: Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon.
Indicator 5: Increase number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon’s African American/Black student population.
Indicator 6: Increase amount of available culturally responsive curriculum in Oregon schools for African American/Black students.
Indicator 7: Increase literacy outcomes by 6.8 percent per year and numeracy outcomes by 6.8 percent per year for African American/Black students.
Indicator 8: Reduce number of discipline incidents for African American/Black Students.
Indicator 9: Increase attendance and reduce absenteeism rates for African American/Black students.
Indicator 10: Increase rate of freshman on-track for African American/Black students.
Indicator 11: Increased graduation rates for African American/Black Students.
Indicator 12: Increased post-secondary enrollment rates of African American/Black students’ high school graduates and General Educational Development (GED) completers.
Indicator 13: Ensure that 90 percent of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate.
Indicator 14: Ensure that 40 percent of African American/Black high school graduates complete an Associate’s degree or certificate within three years; an additional 40 percent complete a Bachelor’s degree within six years.

Grantees in 2019-2021 addressed, collectively, 12 of the 14 indicators of success. Indicators eight through 11 were the most commonly addressed, with at least seven grantees employing key strategies to promote gains in those areas. Indicators eight through 11 reflect high priorities among grantees around discipline, attendance, freshman on-track status, and graduation rates. In Figure 5, the shaded cells represent the AABSS Indicators addressed by the grantee in the respective row.

Figure 5. AABSS Indicators Addressed by Each Grantee

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
AABSS Grantees															
African Youth and Community Organization (AYCO)	■	■	■	■		■	■	■		■					8
Black Parent Initiative (BPI)	■	■	■				■	■	■						6
Early Learning Washington County and CAIRO (SPACE)			■	■			■	■	■	■	■				7
Education Explorers, LLC	■		■				■								3
Elevate Oregon						■		■	■	■	■	■			6
Immigrant and Refugee Community Organization (IRCO)	■	■	■	■		■	■	■	■	■	■				10
Lane Education Service District			■			■		■	■	■	■				6
Medford and Ashland School Districts					■	■		■	■						4
Multnomah Education Service District (MESD): Bars to Bridges								■	■	■	■	■			5
R.E.A.P: Black/African Student Success Plan Program						■		■		■	■	■			5
Self-Enhancement, Inc. (SEI) and POIC + RAHS								■	■	■	■	■			5
Total	4	3	6	3	1	6	5	10	8	8	7	4	0	0	

Key Grantee Activities that Supported Implementation of AABSS Plan Objectives and Strategies

AABSS Indicator 1: Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten

- **Increased access:** Increased opportunities for African American and Black students and families to enroll in culturally responsive, high quality early learning programs through provision of a school program and marketing directly to priority families.
- **Transportation:** Grantees coordinated safe, reliable, and stable door-to-door transportation services for children to attend early learning programs.
- **Home visits:** Provided in-home learning and support to families on kindergarten readiness, strategies to enhance literacy skills, and orientation to the United States school system.
- **Parent Education:** Grantees provided opportunities to increase parent awareness and active participation in their child(ren)'s early learner development.
- **School Curriculum:** Purchased and implemented non-consumable, developmentally appropriate STEM related learning materials.

AABSS Indicator 2: Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments

- **Tuition Assistance:** Grantees provided tuition fees and monitored progress for least two African Immigrant and Refugee students who enrolled in a degree or certification program focused on early education.
- **Connected Families to Resources:** Grantee staff connected families to early childhood certification programming and employment or volunteer opportunities.
- **Culturally Responsive Professional Development:** Grantees offered professional development focused on the intersection of culture and education. Grantees also worked to increase staff educational attainment, strengthen peer relationships, and offer training opportunities.

AABSS Indicator 3: Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners

- **Grantee Staffing and Infrastructure:** Grantees hired staff to focus on addressing culturally relevant needs and increasing school readiness.
- **Home Visits:** Grantee staff provided in-home learning focused on the development of language, math skills, and safe home environments.
- **Assessment:** Grantees conducted assessment(s) to identify needs for improving school readiness.
- **Parent Education and Engagement:** Grantees provided opportunities to increase parent awareness and active participation in their child(ren)'s early learner development.
- **School curriculum:** Grantees offered tutoring and supports for students.
- **Professional Development:** Grantees developed strategies to improve enrollment and offered training for early childhood care providers.

AABSS Indicator 4: Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon

- **Grantee Staffing and Infrastructure:** Grantees hired additional staff to support students and address student achievement indicators.
- **School Curriculum:** Grantees worked with newly enrolled students to promote positive cultural identity and other wellness skills.
- **Professional Development:** Grantees provided culturally specific group trainings and events for school districts and staff.
- **Resources:** Grantees facilitated connections between students and families to provide additional supports. Additionally, newly enrolled families were referred to the district's Newcomer Center.

AABSS Indicator 5: Increase the number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon's African American/Black student population

- **Grantee Staffing and Infrastructure:** Grantee implemented recruitment and networking efforts to hire African American/Black staff members. Specific strategies included attending career fairs, conferences, and partnering with the Oregon Shakespeare Festival.
- **Professional Development:** Grantee worked with Southern Oregon University to host an African American/Black educator affinity group.

AABSS Indicator 6: Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black students

- **Grantee Staffing and Infrastructure:** Grantees hired staff to provide programming and to facilitate relationships that positively affect the African American/Black community of staff and students.
- **School Curriculum:** Grantees implemented curriculum and summer programming to serve participating students.
- **Professional Development:** Grantees provided resources and meetings to identify ways to positively impact African American/Black students and families.
- **Family Education and Engagement:** Grantees provided family and community engagement support.
- **Assessment:** Grantees conducted a school climate survey to assess needs. Based on these results, trainings were implemented within districts to address deficits.

AABSS Indicator 7: Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

- **Student Support:** Grantees provided culturally responsive and individualized support to assist families with literacy development as well as broader life skills.
- **Family Support:** Grantees offered programming for families that highlighted communication and learning strategies that could be used to improve literacy outcomes.
- **School Support:** Grantees provided tuition assistance to increase access to high quality learning environments.

AABSS Indicator 8: Reduce the number of discipline incidents for African American/Black students

- **Student Support:** Individualized supports were provided to students to address and prevent disciplinary issues. Students were encouraged to engage with program staff and identify barriers to well-being and to attend leadership and after-school program opportunities.
- **Resources:** Grantee staff worked with other community organizations and community justice partners to serve students and their families.
- **Professional Development:** Restorative justice training was provided to school and program staff. Grantees offered events focused on equity for school staff and community justice representatives.
- **Engagement:** Grantee worked to reduce disproportionate discipline outcomes by strengthening family and community engagement in schooling.

AABSS Indicator 9: Increase attendance and reduce absenteeism rates for African American/Black students

- **Student Support:** Program staff worked with students to identify and address barriers to attendance and monitored for intervention as needed. Grantees maintained relationships with students to provide support and encouraged them to attend school regularly.
- **Engagement:** Families were involved in decision-making and were a part of the advocacy process when needed for students. Assertive engagement, family training, and events were utilized to develop relationships with students and families.
- **Assessment:** Data were collected and monitored by grantees to address the well-being of students.
- **Professional Development:** Staff received training in African culture, cultural competence, and equity.
- **Transportation Support:** Grantees offered transportation support to reduce barriers to school attendance.
- **Staffing:** Grantees hired coordinators who maintained a caseload of students for whom they provided services.

AABSS Indicator 10: Increase the rate of freshman on-track for African American/Black students

- **Student Support:** Program staff worked with students to monitor grades, reduce barriers to academic achievement, and provide tutoring in multiple academic subjects. Credit recovery resources and additional academic supports were offered to participants.
- **Assessment:** Grantees monitored the grades of students assigned to staff caseloads to identify intervention needs.
- **Engagement:** Relationships with students and families were maintained by program staff and opportunities for leadership activities were made available to students.
- **Professional Development:** Educational and cross-training programs were hosted for program and school staff.

AABSS Indicator 11: Increase graduation rates for African American/Black Students

- **Student Support:** Grantees offered coaching and academic advocacy to meet the needs of students as they pursued high school diplomas. Grantees helped with credit recovery and GED support when applicable.

- **Engagement:** Group activities were hosted for families and students to set goals and provide education about graduation requirements.
- **Resources:** Staff worked with students and families to connect them to appropriate community-based resources.

AABSS Indicator 12: Increase the post-secondary enrollment rates of African American/Black high school graduates and GED completers

- **Student Support:** Grantees offered students resources, events, test preparation, and Free Application for Federal Student Aid (FAFSA) assistance in support of post-secondary enrollment.
- **Engagement:** Grantees hosted events for students regarding post-secondary preparation and options.
- **Resources:** Training and intervention were provided to justice-involved youth and grantees advocated for colleges to engage justice-involved youth with the potential for enrollment.
- **Transportation Support:** Grantees offered transportation support to events and services.

AABSS Indicator 13: Ensure that 90% of African American/Black students in post-secondary education institutions complete at least half the number of credits by their degree certificate

- None of the grantees addressed Indicator 13 during the 2019-2021 funding cycle.

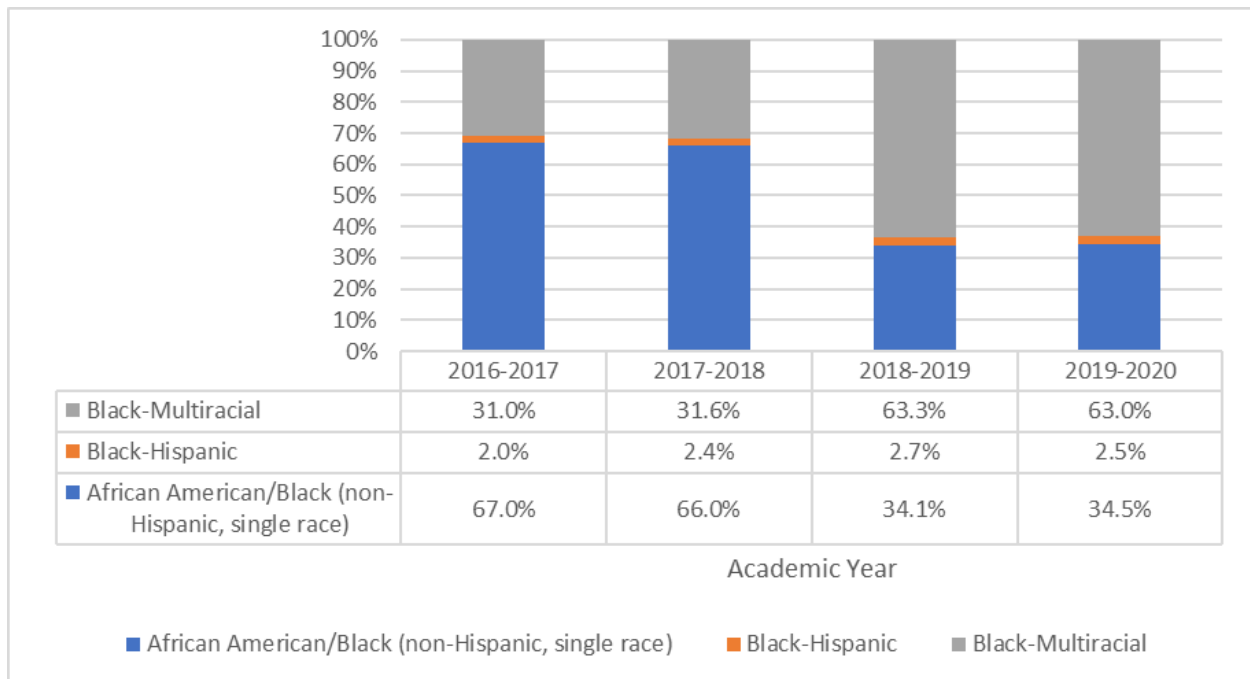
AABSS Indicator 14: Ensure that 40% of African American/Black high school graduates complete an Associate's degree or certificate within 3 years; an additional 40% complete a Bachelor's degree within 6 years

- None of the grantees addressed Indicator 14 during the 2019-2021 funding cycle.

2016-2020 Pilot Study

Collection and use of individual student and staff data required additional data processing and masking by ODE in order to protect student confidentiality and respect stakeholder consent. The data processing and masking methods introduced limitations on the amount of data that met evaluation criteria for inclusion in the analysis. In the end, the sample of students served by grantees in this pilot study reflects the population of 4 of the 11 grantees in the 2020-2021 school year, 3 grantees in the 2018-2019 and 2019-2020 school years, and 2 Grantees in the 2016-2017 and 2017-2018 school years. The analysis is thus a pilot study to establish a foundation for analyzing grantee outcomes in future iterations of the evaluation when data will be available from all grantees. Results presented in this section should not be generalized to the entire grantee population.

Figure 6. Population of African American/Black Students in Grantee Pilot Study from 2016-2020, Disaggregated by Multiracial, Hispanic, and Single-race Proportions



Source: Preliminary Grantee Participant Data and ODE Annual Cumulative ADM. Counts are deduplicated

Among youth served by the sample of two Grantees in the 2016-2017 and 2017-2018 school years, the percent of students identifying as African American in the ODE data—based on the inclusive definition—was around 93% (Table 1). African American/Black students comprised 97% of the grantee student population during the 2018-2019 academic year (4 Grantees) and 97% of students receiving grantee services in the 2019-2020 school year (4 Grantees). White (non-Hispanic) students were the next most-represented racial group of grantee students at 1.3% during these recent academic years.

Table 1. Pilot Study: Demographics of Grantee Student Population

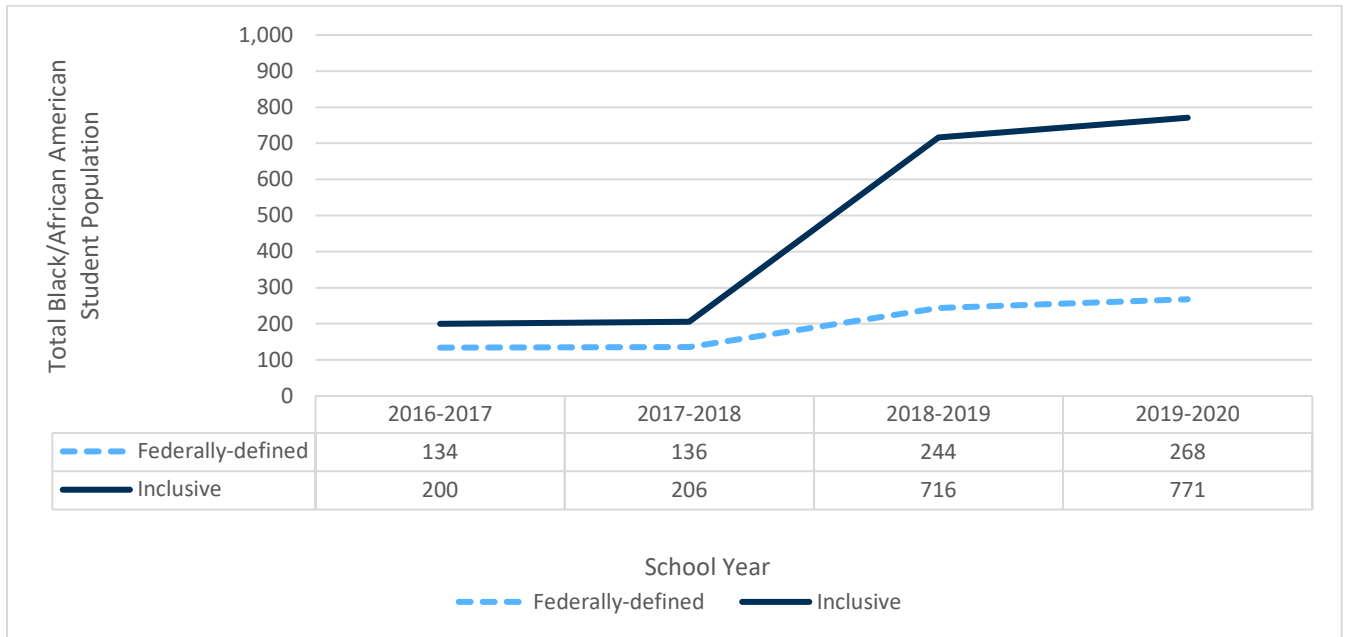
School Year	American Indian/Alaska Native	Asian	Black (any race/ethnicity)	Hispanic(Non-Black/African American)	Multiracial (Non-Black/African American)	Pacific Islander	White	Total
2016-2017 (2 Grantees)	0%	0.5%	93.5%	0.9%	0.9%	0.9%	3.3%	214
2017-2018 (2 Grantees)	0%	0.5%	92.8%	2.3%	1.4%	1.4%	1.8%	222
2018-2019 (3 Grantees)	0.1%	0.1%	97.3%	0.8%	0.3%	0.8%	0.5%	736
2019-2020 (3 Grantees)	0.1%	0%	97.0%	1.1%	0.3%	0.3%	1.3%	795
2020-2021 (4 Grantees)	0.1%	0%	97.7%	0.4%	0%	0.1%	0.9%	847

Source: Preliminary Grantee Participant Data and ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The Multiracial and Hispanic categories include students whose race/ethnicity categories did NOT include African American/Black.

If Table 1 was limited to students who identified only as African American/Black (non-Hispanic and not Multiracial), the percent of African American/Black students served by the AABSS Plan program initiatives in this sample would never exceed 62%. Figure 6 further demonstrates the importance of considering how the lived experiences of Multiracial and Hispanic students may show up differently in the data if race categories are disaggregated in different ways.

Out of the four Grantees included in this section of the report, the earliest start was during the 2016-2017 school year, which is represented by two grantees whose available data started that year. A third Grantee began during the 2018-2019 school year, leading to an increase in the number of students served. Using the federal definition of African American/Black students, grantees served 134 African American/Black students in 2016-2017, increasing to 268 African American/Black students in 2019-2020. Using the definition inclusive of Multiracial and Hispanic students, grantees served 200 African American/Black students in 2016-2017 and 771 African American/Black students in 2019-2020.

Figure 7. Pilot Study: African American/Black Students served by Grantees Inclusive and Exclusive of Multiracial and Hispanic Students

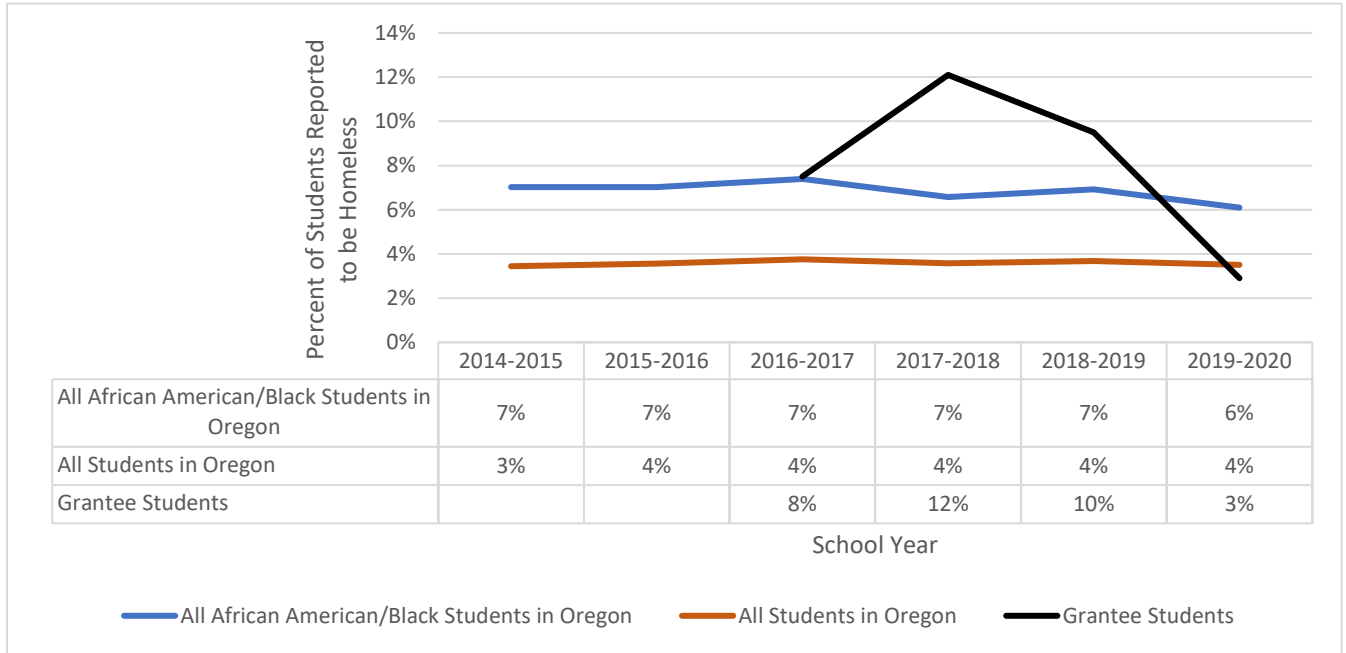


Source: Preliminary Grantee Participant Data and ODE Annual Cumulative ADM. Counts are deduplicated. Note: the samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the samples for 2018-2019 and 2019-2020 include students from 3 Grantees. For the “Inclusive” definition, if a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black.

Homelessness

African American/Black students were consistently reported as homeless more frequently than the overall student population in Oregon.⁸ The percent of African American/Black students who were homeless peaked in 2016-2017 at 7.4%, which is nearly twice as much as the overall percentage of homeless students.

Figure 8. Pilot Study: Percent Homelessness Among African American/Black Students in Oregon in Grantee Student Population Compared to All Students and African American/Black Students in Oregon



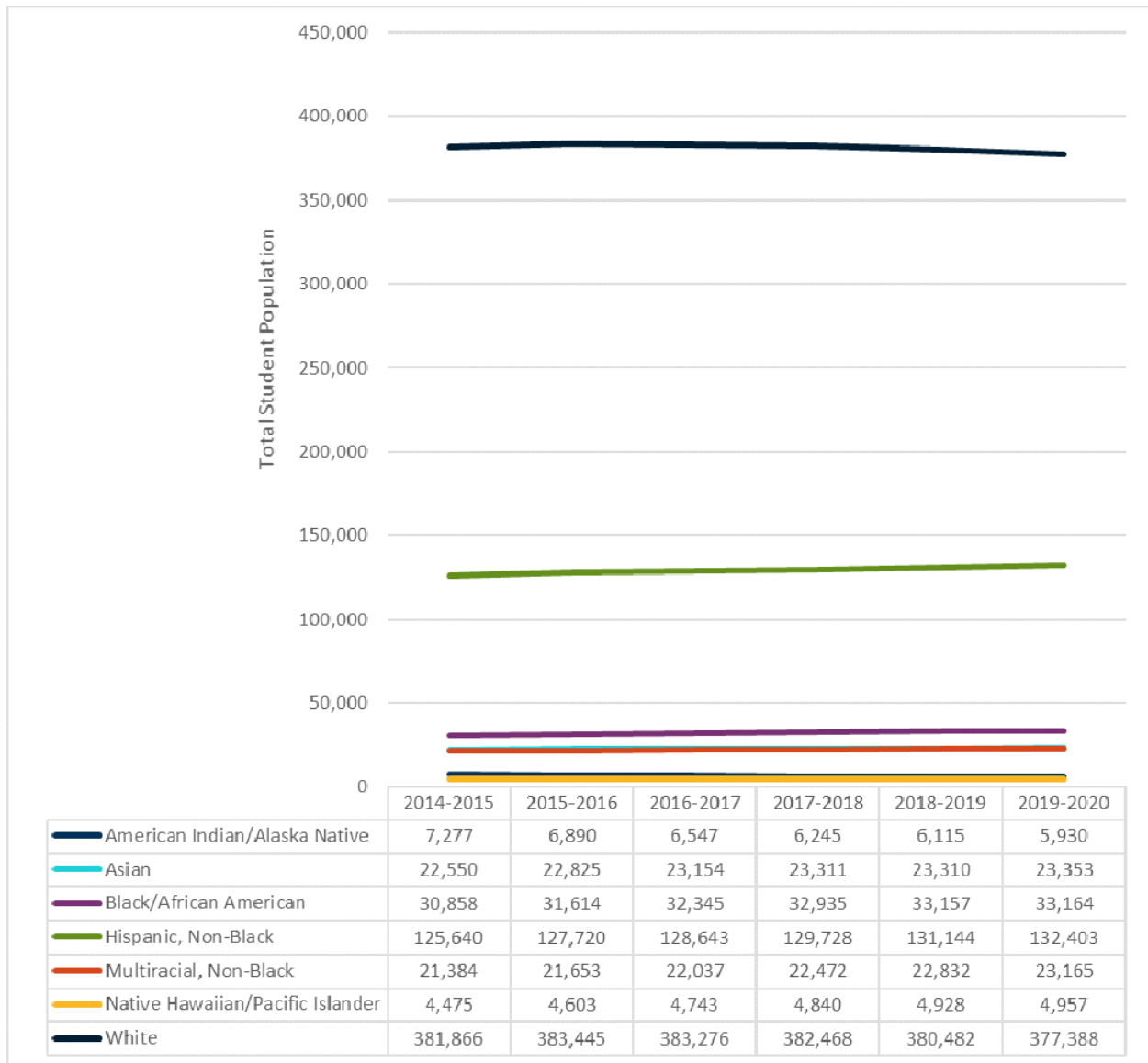
- Source: Preliminary Grantee Participant Data, ESEA McKinney-Vento Homeless, and ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the samples for 2018-2019 and 2019-2020 include students from 3 Grantees.

Overall Enrollment

Figure 9 includes the number of students identified in ODE student data as African American/Black who were enrolled throughout the State of Oregon from 2014-2020. Both the enrollment count for African American/Black students and the proportion of African American/Black students in Oregon has increased during the years covered by this report. In the 2019-2020 academic year, there were 33,164 Black/African American students enrolled in Oregon schools.

⁸ Students meet Oregon’s definition of homeless if they “lack a fixed, regular, and adequate nighttime residence.” Students are eligible for educational rights and services as homeless students if they, for example, live in an emergency or transitional housing, share housing with others due to economic hardship, reside in motels, or live in tents or trailers for lack of alternative, adequate housing. Unaccompanied children and youth who are not living with parents or legal guardians – for whatever the reason - are also eligible. Source: <https://www.oregon.gov/ode/schools-and-districts/reportcards/Documents/rptcard2019.pdf>

Figure 9. Student Enrollment by Race/Ethnicity in Oregon



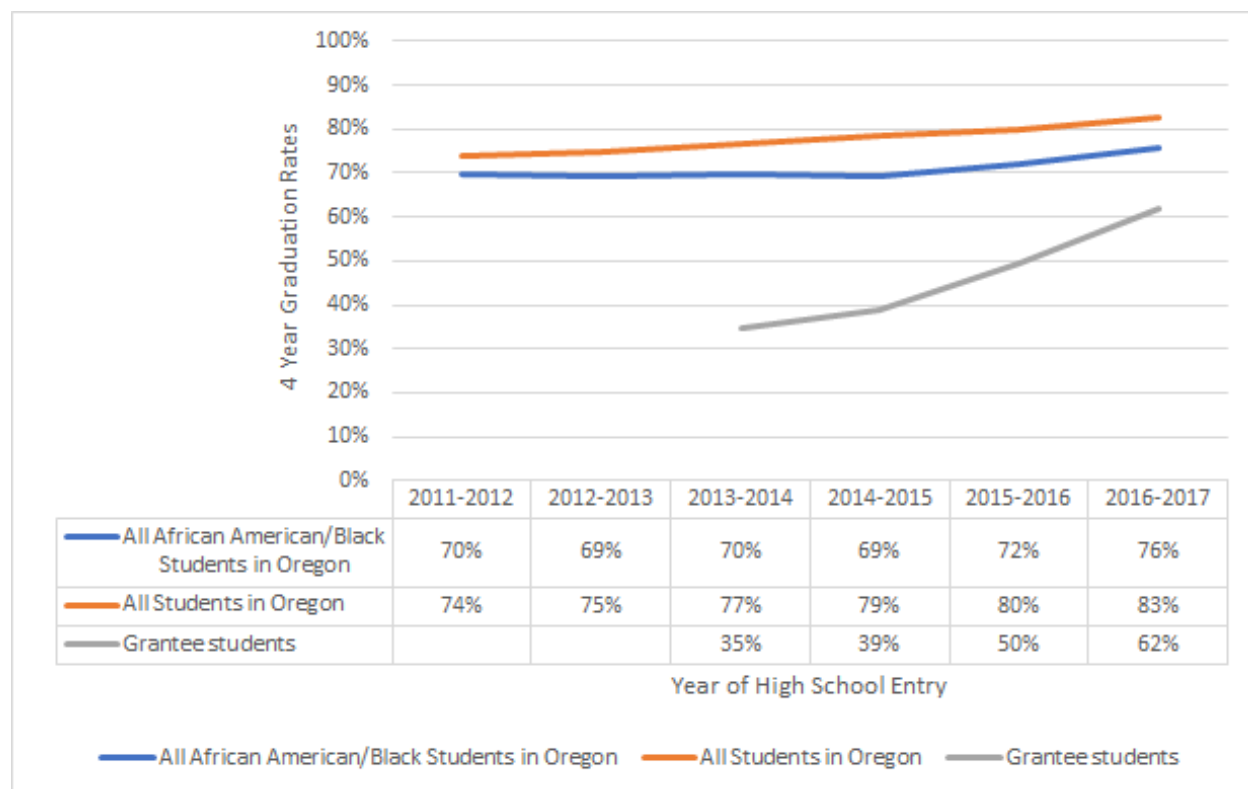
Source: ODE Annual Cumulative ADM. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The Multiracial and Hispanic categories include students whose race/ethnicity categories did NOT include African American/Black.

Graduation and Completion Rates

Figure 10 details the 4-year graduation rates of the overall Oregon student population, all African American/Black students in Oregon, and grantee students by their year of high school entry. Graduation is defined as a student receiving a regular diploma, a modified diploma, and those students who earned their diplomas but have not yet received them because they were returning for a 5th year of high school to earn college credits. Students that are deceased or transferred to home schooling or out-of-state schooling are excluded from this analysis.

For all students in Oregon, the 4-year graduation rate was 77% for students entering high school in 2013-2014 and 83% for students entering high school in 2016-2017. For African American/Black students in Oregon, the 4-year graduation rates were 70% and 76%, respectively, for the same high school entry years. 4-year graduation rates for grantee students increased to 62% for grantee students entering high school in 2016-2017 compared to a 4-year graduation rate of 35% for grantee students entering high school in 2013-2014.

Figure 10. Pilot Study: Four-Year Graduation Rates Among African American/Black Students in Oregon in Grantee Student Population Compared to All Students and African American/Black Students in Oregon



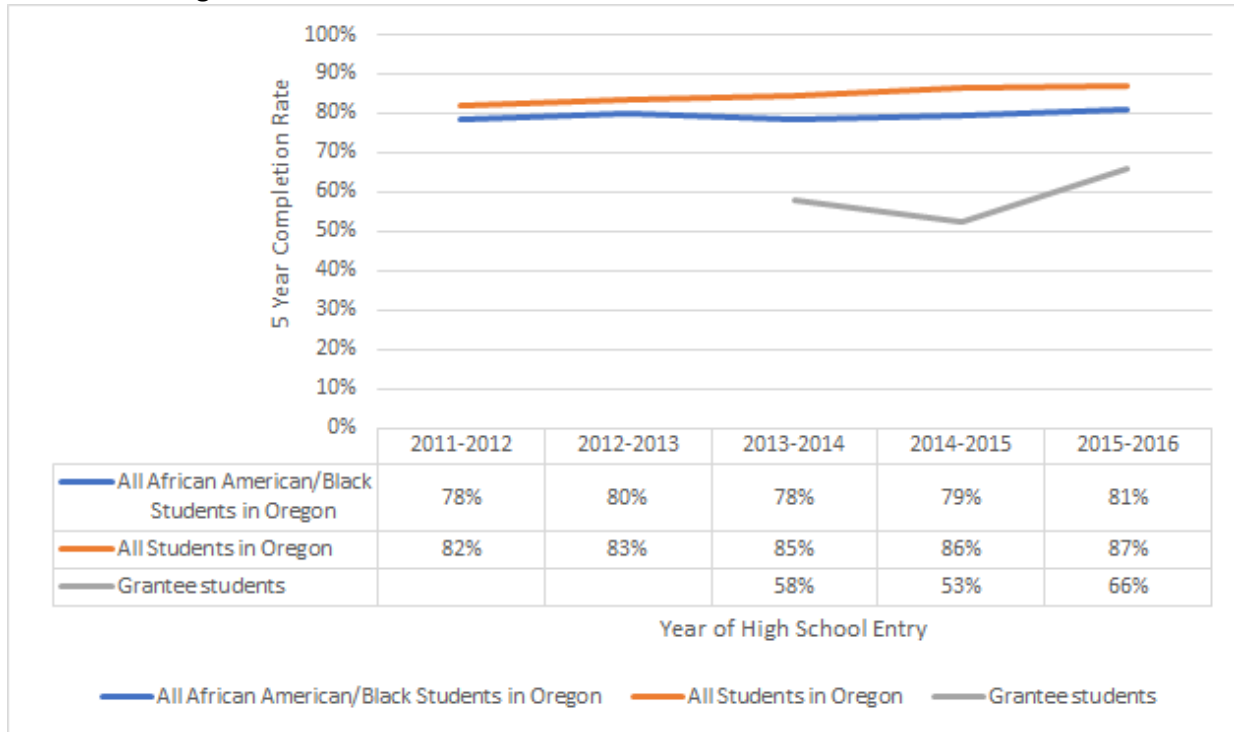
Source: ODE Annual Cumulative ADM and cohort graduation. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. Note: the samples of students entering high school in 2013-2014 and 2014-2015 include students from 2 Grantees, and the samples of students entering high school in 2015-2016 or 2016-2017 include students from 3 Grantees.

In addition to a regular diploma, a modified diploma, and earning a diploma but not yet receiving it because a student was returning for a 5th year to earn college credits, the completion rate also includes those students who earned an adult high school diploma or a GED. Similar to graduation rates, completion rates exclude students who are deceased or transferred to home schooling or out-of-state schooling.

Figure 11 displays the 5-year completion rate for all Oregon students, all African American/Black students in Oregon, and all grantee students by the year they entered high school. For all students in Oregon, the 5-year completion rate increased from 82% for students entering high school in 2011-2012 to 87% for students entering high school in 2015-2016. African American/Black students in Oregon had 5-year completion rates that increased from 78% to 81% during the same period. Grantee students had

5-year completion rates that increased from 58% for students entering high school in 2013-2014 to 66% for grantee students entering high school in 2015-2016.

Figure 11. Pilot Study: Five-Year Completion Rates Among African American/Black Students in Oregon in Grantee Student Population (4 Grantees) Compared to All Students and African American/Black Students in Oregon

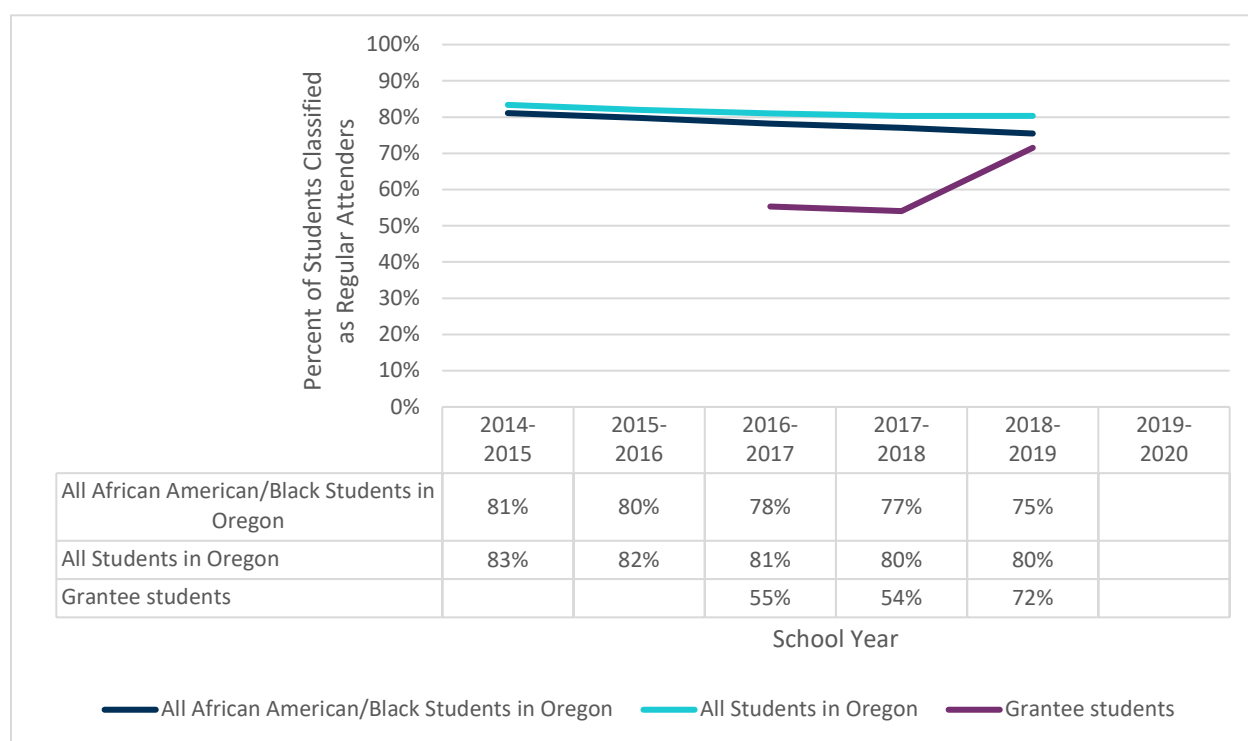


Source: ODE Annual Cumulative ADM and cohort graduation. Counts are deduplicated. Note: If a student identifies as Multiracial and one of the races is listed as African American/Black, the student is counted as African American/Black. Note: the samples of students entering high school in 2013-2014 and 2014-2015 include students from 2 Grantees, and the sample of students entering high school in 2015-2016 includes students from 3 Grantees.

Regular Attendance

During the 2018-2019 academic year, 72% of students in the grantee sample were regular attenders, meaning that they did not miss more than 10% of classes during the year (Figure 12). This number was an increase from 54% of students in the 2017-2018 school year and 55% in the 2016-2017 school year. Regular attender status was not available for the 2019-2020 school year at the time of this report.

Figure 12. Pilot Study: Percent Regular Attenders in Grantee Student Population Compared to All Students and African American/Black Students in Oregon



Source: ODE Annual Cumulative ADM and Regular Attenders. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the sample for 2018-2019 includes students from 3 Grantees.

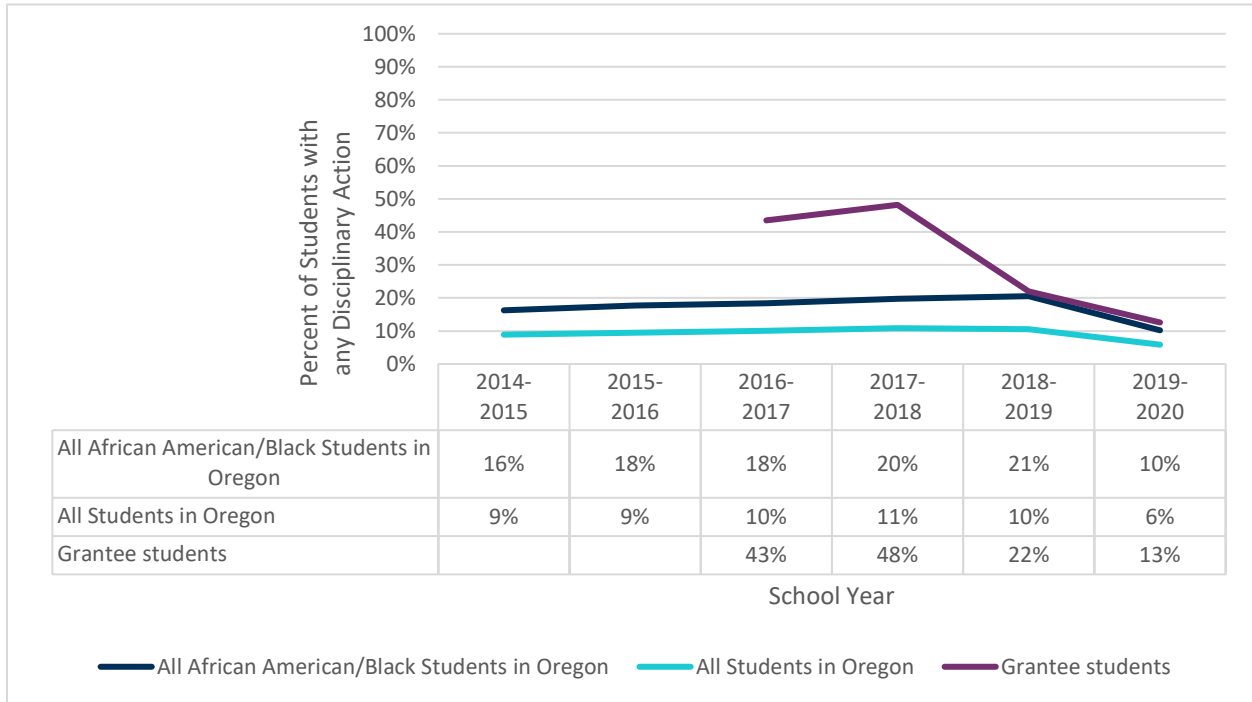
Disciplinary Actions

The percent of grantee students who experienced disciplinary actions⁹ peaked in the 2017-2018 academic year at 52% (Figure 13). In the 2018-2019 school year, this value decreased to 22% of grantee

⁹ Types of disciplinary actions include expulsion, in-school suspension, out-of-school suspension, truancy, and removal to an alternate educational setting. See <https://www.oregon.gov/ode/students-and-family/healthsafety/Documents/disciplinecollectionmanual.pdf>

students. The percentage of grantee students with a disciplinary action in 2018-2019 and 2019-2020 was comparable to the percentage of all African American/Black students and the overall student population statewide with any disciplinary actions. In the 2019-2020 academic year, 13% of grantee students experienced a disciplinary action. The decrease in 2019-2020 may be attributable to the effects of the COVID-19 pandemic and its impact on school closures, as the overall percentage of students with a disciplinary action decreased statewide.

Figure 13. Pilot Study: Percent of Students Experiencing Disciplinary Actions in Grantee Student Population Compared to All Students and African American/Black Students in Oregon

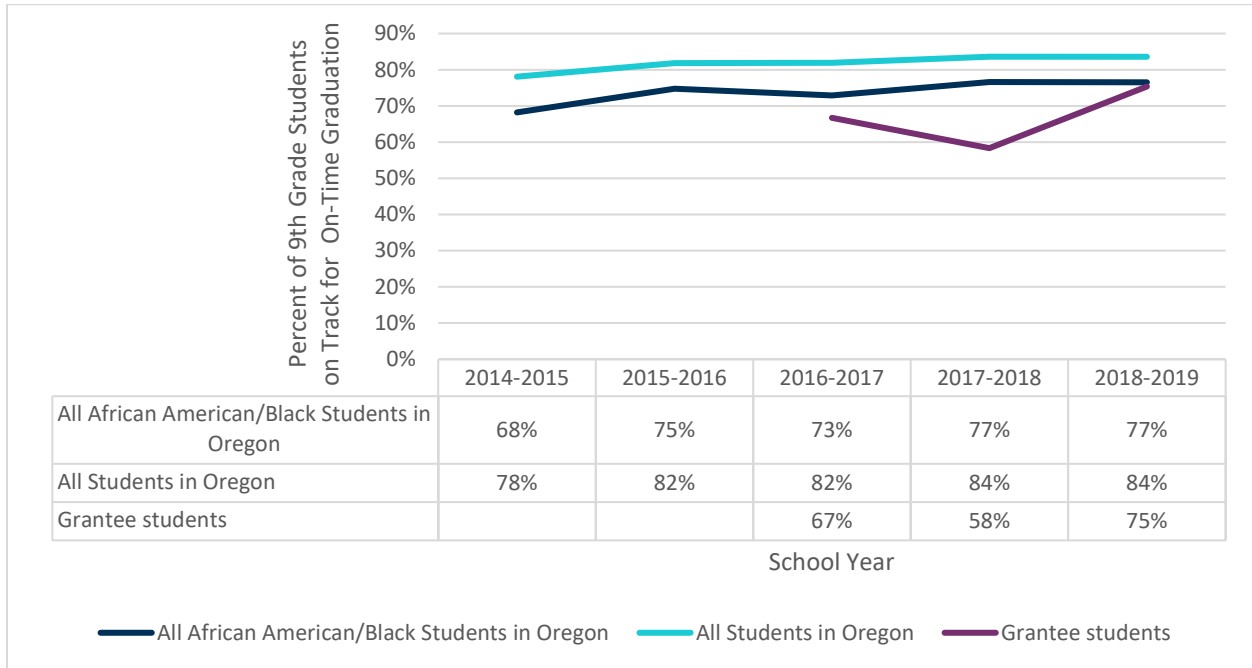


Source: ODE Annual Cumulative ADM and Discipline Incidents Data Collection. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the samples for 2018-2019 and 2019-2020 include students from 3 Grantees.

Ninth Grade on Track for On-time Graduation

Between the 2016-2017 and 2018-2019 school years, grantee students in ninth grade who were on track for on-time graduation hit a low of 58% in 2017-2018 but then increased to 75% in 2018-2019.

Figure 14. Pilot Study: Percent of Ninth Grade Students on Track for On-time Graduation in Grantee Student Population Compared to All Students and African American/Black Students in Oregon



Source: ODE Annual Cumulative ADM and 9th Grade on Track. Counts are deduplicated. Note: If a student identifies as Multiracial or Hispanic and lists one race as African American/Black, the student is counted as African American/Black. The samples for 2016-2017 and 2017-2018 include students from 2 Grantees, and the sample for 2018-2019 includes students from 3 Grantees.

2021-2023 Grant Process

Grant Selection

During the 2021 session, the legislature provided \$14.4 million to support the AABSS Plan implementation and grant program. In spring 2021, ODE released a request for application for the AABSS grant program. Of the 16 applications received, 14 were selected based on the grant application evaluation scores. The 2021-2023 grantees are:

- African Youth and Community Organization
- Airway Science for Kids
- Black Parent Initiative
- Centre of African Immigration and Refugees (CAIRO)
- Coalition of Black Men
- Immigrant and Refugee Community Organization
- Lane ESD
- Multnomah ESD/Bars to Bridges

- Oregon State University
- Portland Opportunities Industrialization Center
- REAP, Inc.
- Self Enhancement Inc
- Southern OR ESD
- Washington County (Early Learning Hub)

Grant Amounts

AABSS was budgeted \$14,443,464.00 for the 2021-2023 biennium. Of this amount, \$443,464.00 was marked for external program evaluation, leaving \$14M for grant distribution. The total amount requested of all selected applicants was \$18,560,623.15. With a shortfall of \$4,560,623.15, the award amount for each selected applicant was less than the amount requested.

For most grantees, this reduced award amount has resulted in a reduction of the number of students their projects were projected to serve and/or a reduction of the number and depth of services they planned to provide. Some continuing grantees received less funding for the 2021-2023 biennium than they did for the 2019-2021 biennium. (See Appendix B for more information on 2019-2021 and 2021-2023 grant awards.)

Impact of Grant Award Reductions

Many of the AABSS grantees expressed deep disappointment in the reduction of grant awards, especially in a time when the needs are so great. Some spoke to the increasing cost of transportation and how this reduction would limit their ability to provide services to students who do not live near their programs. This is a very real issue in areas like southern and coastal Oregon. In these areas, all students are further apart and this distance is exacerbated when trying to provide services to African American/Black students who have a smaller population in any given area. Other grantees expressed disillusionment with the State once again asking them to do more with insufficient resources. Specifically, some grantees shared the following regarding the impact of the reduced award amounts:

- Each aspect of our program will move forward but reduced, and the number of African American/Black students served will be less. Our Summit camp may need to be non-residential or a day camp.
- We feel that we already volunteer a lot and are now being asked to volunteer more because we don't have enough funds to pay for the work.
- The reduction in funding "really destroys the spirit." Without adequate and sustained resources, the community responds to the call to action for African American/Black students but then must pull back. "It is deflating. There's more being asked but less to do it with."
- Less funding means an increased challenge reaching all the families in Jackson County. Transportation is a real cost as families are spread out in our region.
- We reduced administrative time, navigator positions, eliminated a key partnership, and will have less ability to respond to district partners, especially with their request to support cultural and language heritage efforts.

Appendix A. Grantee Profiles

The following grantee Profiles are excerpted from the [2021 African American/Black Student Success Plan external evaluation report](#).

African Youth and Community Organization (AYCO): Strengthening the Capacity of Cultural Navigators

Program Description

Strengthening the Capacity of Cultural Navigators works to recognize and build upon the cultural capacity of East African families in several school districts in the Greater Portland area. This project focuses on using cultural navigators to address multiple domains of the environment that may affect academic outcomes for Black/African youth. AYCO and its partners provide supports and intervention efforts that work to improve engagement, communication, and cultural responsiveness in service of Black/African students.

The primary goals of this program are to:

- Provide students with mentoring related to both academic and personal development
- Offer professional development programming for both grant and school staff
- Ensure academic support is provided to students in after-school programming
- Improve engagement of parents and families as well as communication between families and school staff

History with the AABS Success Plan

Strengthening the Capacity of Cultural Navigators is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 224 African American/Black students.

Services Provided

Strengthening the Capacity of Cultural Navigators serves elementary and middle-school aged students in these School Districts:

- Beaverton School District
- David Douglas School District
- Portland Public Schools
- Reynolds School District

Strengthening the Capacity of Cultural Navigators provides the following services:

- **Provide mentoring to students:** Cultural navigators provide mentoring related to academic and personal development for student participants.
- **Improve professional development of staff:** Workshops and programming are offered to improve cultural responsiveness and overall professional development.
- **Experiential learning opportunities:** Students are afforded the ability to learn through field trips, sports activities, and engagement with community partners.

Strengthening the Capacity of Cultural Navigators is currently addressing 8 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
African Youth and Community Organization (AYCO)															8
Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten															
Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments															
Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners															
Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon															
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															

Service Model

Cultural navigators work within schools to provide in-school and after school support to participating students. These program staff members offer mentoring to students to improve the development of both academic and personal skills. In addition, cultural navigators work to address barriers preventing parents and families from communicating and engaging with the school system.

Partnerships

Strengthening the Capacity of Cultural Navigators currently has partnerships with the African Youth and Community Organization (AYCO), the Center for African Immigrants and Refugees Organization (CAIRO), and Portland State University.

Strengthening the Capacity of Cultural Navigators Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership	Professional development for school staff and service providers	Increased culturally responsive curriculum	<i>Student/Youth Outcomes</i> Increased student attendance Reduced disciplinary incidents Increased literacy outcomes Increased graduation rates <i>School Outcomes</i> Increased cultural capacity and responsiveness of school staff Greater family engagement in school processes
Cultural Navigators	Mentoring for students	Professional development workshops conducted	
Students	After-school academic support for students	Students receiving mentoring	
School districts	Facilitating communication and engagement of parents/caregivers with the school system	Improved conflict resolution skills by students	
Community organizations	Providing out of school developmental opportunities for students such as field trips, sports, and involvement with community organizations	Improved literacy and other academic outcomes	
Parents/guardians and other family members			

Black Parent Initiative (BPI)

Program Description

The Black Parent Initiative is dedicated to supporting Black, African American, and Multi-Ethnic families in the Portland metropolitan area. Participants are provided services through home visiting programs, school-based programming, and wraparound resources designed to meet the various needs of these families.

The primary goals of this program are to:

1. Continue to develop relationships between African American, African, Black, and Multi-Ethnic families and their communities.
2. Provide parent education of at-home learning strategies and activities to support improved achievement and early childhood development.
3. Increase understanding and advocacy of parents regarding the needs of students.
4. Improve academic outcomes for Black, African American, and Multi-Ethnic students.

History with the AABS Success Plan

The Black Parent Initiative Project is a Phase II Grantee, funded through House Bill 2016 in 2020. From 7/1/2020 to 6/30/2021, BPI served 255 students, 249 of whom were African American/Black students.

Services Provided

The Black Parent Initiative serves children from birth through the fifth grade and offers the following services:

- **Mobile Doula and Lactation Services:** Culturally representative doulas help new and expecting mothers to improve birth and other health outcomes.
- **Home Visiting:** Culturally-specific home visits offer support and resources to parents.
- **School-Based Learning Communities:** Works to improve advocacy and engagement of parents and to help them build relationships with each other and school staff.

The mobile double and lactation services and the home visiting program engage families from the Portland metropolitan area. The school-based programming connects with students attending the following Portland Public Schools – Beaumont Middle, Faubion Elementary, Sabin Elementary, Prescott Elementary and Kelly Elementary.

The Black Parent Initiative is currently addressing 6 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Black Parent Initiative (BPI)															6
Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten															
Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments															
Indicator 3: Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners															
Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students															

Service Model

This program works to identify where families are at upon program entry and to provide holistic services designed to meet those needs. Mobile and home-visiting programs are available to reduce barriers to accessing services. In addition, culturally representative staff work with families to improve parent engagement and education as well as early childhood health and academic outcomes. Additionally, the Black Parent Initiative works to build relationships between parents and representatives of the school system so that children are advocated for and served in a responsive manner.

Partnerships

The Black Parent Initiative currently has partnerships with Albina Head Start, Multnomah County REACH, and Sabin Elementary School. BPI’s school-based services, now known as Sawubona, connected with

Community

Vision/Assistive Technologies Lab to identify and provide tools for helping students remain focused during virtual learning. Sawubona also connected with Decoding Dyslexia.

Black Parent Initiative Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Program staff School staff Students Parents/guardians	Mobile doula services Home-visiting services Hiring of diverse staff Facilitate the training of black certified lactation counselors Facilitate parent-teacher meetings Parent engagement workshops and activities	Birth outcomes Attendance at student/parent community events Academic achievement metrics Black doula workforce	<i>Student/Youth Outcomes</i> Increased access to high quality early learning Increased literacy outcomes Reduced discipline incidents Reduced absenteeism <i>Family Outcomes</i> Improved parent engagement and education <i>System Outcomes</i> Increase training and certification of black doulas

Early Learning Washington County: Building a SPACE for African Students' Success in Washington County

Program Description

Washington County Children Youth and Families/United Way/ Early Learning Washington County has partnered with CAIRO (Center for African Immigrants and Refugees in Oregon) and Beaverton School District Newcomers' Centers to develop a SPACE (Schools and Parents and Communities Engaged for African Students Success) Program. Grounded in African philosophy, SPACE provide a variety of services for African children, families and youth in Washington County, where there have historically been no existing services despite Beaverton School District having the second-largest enrollment of African-American/Black students in Oregon, including African/Black immigrant and refugee children and youth. The Somali population in Beaverton/Aloha is the largest African/Black immigrant and Muslim community in Oregon. SPACE empowers parents/caregivers to develop the skills, confidence, and knowledge they need to be leaders and advocates in their children's learning development, as well as supporting culturally-informed educators to ensure that appropriate engagement, education and care is available to all youth and families, will result in sustained success for Somali children, youth and parents in school and life.

The SPACE Program has three overarching goals:

1. Empower parents to develop the skills, confidence, and knowledge they need to be leaders and advocates in their children’s learning and development
2. Grow the pool of culturally informed educators and ensure that appropriate engagement, education, and care are available to all youth and families
3. Ensure that Somali children and youth will be ready for sustained success in school and life.

ELWC and CAIRO are also launching a new culturally specific early learning program in Beaverton called Cairo Academy, which began in Multnomah County and is expanding to include sixteen students, primarily Somali students, in Washington County. The program is supported by Preschool Promise funding.

History with the AABS Success Plan

ELWC is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 35 African American/Black students.

Services Provided

The SPACE Program serves students in the Beaverton School District (BSD). SPACE agents provide both in school support (at four sites) and at home support.

Services provided by SPACE agents include:

- Helping parents/caregivers and school staff communicate with each other
- Providing cultural consultations for school staff and community partners at large in Washington County
- Conducting trainings for school staff around African culture and history
- Supporting parents/caregivers with hurdles in home which affect their children’s school engagement.
- Empowering students and families
- Supporting students and families in class and at family events and conferences
- Communicating with students and families in person, by telephone, text messages, social media, and FaceTime to make sure families have needed information and support regarding their early learning needs (enrollment/referral, etc.)

ELWC is currently working on 7 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Early Learning Washington County and CAIRO (SPACE)															7
Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners															
Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon															

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students
Indicator 8: Reduced number of discipline incidents for African American/Black Students
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students
Indicator 10: Increased rate of freshman on-track for African American/Black students
Indicator 11: Increased graduation rates for African American/Black Students

Service Model

The SPACE Program staff consists of project leaders and SPACE agents. SPACE agents are employed by the partner organizations. The program’s model is based on working together with schools and families to build bridges and foster communication. The SPACE Program provides students and families with information they need for students to succeed in school, while educating school staff about the unique needs of immigrant populations and supporting teachers to meet the needs of the families.

The SPACE Program is grounded in culturally sustaining practices, such as trainings on culture for schools, class sit-ins, family festivals, and family circles where parents/caregivers can share and interact with teachers and students.

Partnerships

Washington County Children Youth and Families/United Way/Early Learning Washington County works in consortium with CAIRO (Center for African Immigrants and Refugees in Oregon) and Beaverton School District Newcomers’ Centers to develop and run the SPACE Program. The work of the consortium (made up of ELWC, CAIRO, and BSD) is designed to change the landscape of Beaverton School District by expanding culturally and linguistically responsive services for African immigrant students and families. While each partner’s work is intertwined with the work of the SPACE Agents, the three partners are each responsible for their own indicators. The United Way is also a partner.

SPACE Program Logic Model

Inputs	Activities	Outputs	Outcomes
Project leadership Partner organizations SPACE Agents Students District leadership and staff School leadership and staff Parents/guardians and other family members Access to student-level data	Developing system to educate families on the importance of early learning Providing cultural responsiveness training and PD to teachers Referring applicable children to the BSD Newcomer Center/ELD Program Tutoring, group mentorship and peer support Outreach and engagement with African students and families Working with middle school students to support academic success and promote freshman-on-track	# of participating schools # of participating students and families attending programming # of educators participating in training and professional development Frequency of contact with families Frequency of contact with school and district staff Number of children enrolled in early learning programs Number of referrals to relevant programming, e.g. Newcomer Center and ELD Program Literacy and numeracy scores Number of regular attenders Number of freshmen on track Number of students graduating	Increase by 25% the number of children enrolled in early learning programs Increase alignment and cultural responsiveness of early learning and K-12 Build a culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon 100% of applicable children will be referred to the BSD Newcomer Center/ELD Program and 100% of African immigrant children identified by the ELD will be referred to SPACE Increase literacy and numeracy outcomes among students served by 6.8% each per year Increase understanding of needs of African American/Black students and cultural responsiveness in schools Improve regular school attendance by 5% increase the rate of freshman on-track for African students by 10% Increase graduation rates for African American/Black Students by 10%

Education Explorers, LLC

Program Description

Education Explorers, LLC is an early education program based in Tigard, Oregon offering culturally responsive and research-backed curriculum. Participating students in this program receive warm and supportive in-school and out-of-school care as they develop skills through play-based learning. This

program strives to create an inclusive environment by hiring diverse staff who can respond to the needs of diverse students.

The primary goals of this program are to:

1. Increase access to high quality early learning programs for African American/Black families in Washington County
2. Provide parenting services for African American/Black families in Washington County
3. Facilitate a safe and inclusive environment for students to learn through play
4. Maintain a diverse staff that relates to the varied experiences of students
5. Provide support to improve the home context of students by offering in-home and virtual lessons regarding home safety and developmentally appropriate practices

History with the AABS Success Plan

The Education Explorers Project is a Phase II Grantee, funded through House Bill 2016 in 2020.

Services Provided

The Education Explorers Project serves children from the ages of 2 months to 12 years of age.

The Education Explorers Project provides the following services:

- **A safe and culturally responsive learning environment:** This program strives to provide inclusive and culturally appropriate experiential learning for students.
- **Improved access to research-based early learning curriculum:** Participating families have options to improve affordability and access such as tuition scholarships and transportation support.
- **Literacy and numeracy development:** Programming for students is holistic and includes targeted activities for improving reading and math skills.
- **Parent education:** In-home and virtual meetings are provided to parents/guardians to address home safety concerns and to promote warm and developmentally appropriate interactions with children.
- **Transportation:** This program provides safe and easily accessible transportation services for children to early education and out-of-school time programs.

The Education Explorers Project is currently addressing 3 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Education Explorers, LLC															3
Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten															
Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners															

Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students

Service Model

This program provides students the opportunity to learn through play and experience in an environment with diverse peers and teachers. The Montessori education philosophy and Nature-Based learning are both embraced at Education Explorers. Staff work with students both in-school and out-of-school with a low student to teacher ratio so that the varied needs of participants can be accommodated. In addition, financial and transportation supports are available for families who may have barriers to accessing high quality early learning.

Education Explorers Logic Model

Inputs	Activities	Outputs	Outcomes
<p>Program leadership</p> <p>Program staff</p> <p>Students</p> <p>Parents/guardians</p>	<p>Establish tuition scholarships for families</p> <p>Provide transportation to participating families</p> <p>Experiential learning focused on numeracy and literacy skills</p> <p>Hiring of diverse staff</p> <p>Home safety education</p>	<p>Enrollment reports</p> <p>Attendance reports</p> <p>Transportation logs</p> <p>Students and families feel comfortable in program environment</p>	<p><i>Student/Youth Outcomes</i></p> <p>Increased access to high quality early learning</p> <p>Increased literacy outcomes</p> <p>Cohesive transitions between developmental and school stages</p> <p><i>Family Outcomes</i></p> <p>Improved home safety and developmentally appropriate practices</p>

Elevate Oregon: African American/Black Student Bonding Project

Program Description

The African American/Black Student Bonding Project utilizes a culturally responsive program model developed by Elevate Oregon to support underserved students in the Parkrose School District. The project focuses on promoting positive bi-directional relationships between students and teacher mentors. Additionally, the African American/Black Student Bonding Project works to facilitate increased involvement from multiple components of the student’s educational experience including school district leadership, teachers, and families. This program also provides participating students with opportunities to further develop leadership skills, school transition preparation, and relationships with teacher mentors through varied out of school programming.

The primary goals of this program are to:

1. Develop relationships between teacher mentors and students

2. Improve involvement and communication between school district personnel, teachers, students, and families
3. Provide culturally responsive in school curriculum to develop both the academic and social-emotional abilities of students
4. Enhance the learning experience of students through experiential out of school programming
5. Promote trust and communication between students, teachers, and families via the teacher mentor relationship

History with the AABS Success Plan

The African American/Black Student Bonding Project is a Phase II Grantee, funded through House Bill in 2018. From 7/1/2020 to 6/30/2021, the program served 122 students, including 68 African American/Black students.

Services Provided

The African American/Black Student Bonding Project serves elementary and middle-school aged students in the Parkrose School District at these sites:

- Parkrose Middle School (ages 11-13)
- Prescott Elementary School (ages 9-11)
- Russell Elementary School (ages 9-11)
- Sacramento Elementary School (ages 9-11)
- Shaver Elementary School (ages 9-11)

The African American/Black Student Bonding Project provides the following services:

- **Provide individualized mentoring to students:** Each student has a teacher mentor assigned to them who advocates for them, provides support during transitions/life events, and helps them to be accountable for attendance and academic outcomes.
- **Promote possibilities outside of school walls:** Students have the opportunity to participate in exposure trips and leadership opportunities.
- **Culturally responsive curriculum:** Teacher mentors provide culturally relevant lessons that encompass 13 different character qualities and life skills.
- **Ensuring communication between all parties:** Teacher mentors serve as a facilitator between students, families, and school district staff to maintain collaboration and equal engagement.

The African American/Black Student Bonding Project is currently addressing 6 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Elevate Oregon															6
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															

Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students
Indicator 10: Increased rate of freshman on-track for African American/Black students
Indicator 11: Increased graduation rates for African American/Black Students
Indicator 12: Increased post-secondary enrollment rates of African American/Black students’ high school graduates and General Educational Development (GED) completers

Service Model

This program thrives due to its close working relationship with the Parkrose School District. A teacher mentor is assigned a caseload of about 30 students. The teacher mentors continue working with these students as they advance through the school system, culminating in the students’ transition to high school. Additionally, the African American/Black Student Bonding Project focuses on the development of relationships and strong communication between teacher mentors, teachers, families, and students.

Partnerships

The African American/Black Student Bonding Project currently has partnerships with the Parkrose School District, Schools Uniting Neighborhoods (SUN) School Systems, Immigrant and Refugee Community Organization (IRCO), Self Enhancement, Inc. (SEI), and Latino Network.

Elevate Oregon: African American/Black Student Bonding Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Teacher Mentors Students School districts Relationships with community organizations Parents/guardians and other family members Access to student-level data	Daily classroom programming provided by teacher mentors regarding 13-character qualities and life skills After-school programming sessions conducted by teacher mentors in a trauma informed manner about life challenges Teacher mentors advocate for students and parents with school staff Teacher mentors maintain contact with parents/caregivers in order to stay updated about student successes/challenges	# schools served # classroom programs per year # after school programs per year # students enrolled in classroom programs each year # students attending after-school programs each year Students receiving mentoring and/or classroom programming per year	<i>Student/Youth Outcomes</i> Increased student attendance Reduced disciplinary incidents Improved grades in core academic subjects Students achieve at least one personal/school-related goal Increase graduation rates <i>School Outcomes</i> Restorative practices integrated into the educational system

	District culture activities to increase cultural responsiveness	District culture activities held each year	Increase student/teacher racial/ethnic demographic congruency
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Immigrant and Refugee Community Organization (IRCO): Black/African Student Success Project (BASS)

Program Description

The Black/African Student Success Project (BASS) works to address barriers to engagement and academic achievement for Black/African immigrant and refugee students attending schools throughout the Willamette Valley. This population of students faces challenges that are both systemic and cultural. As such, this project utilizes the Immigrant and Refugee Community Organization’s decades of experience to provide culturally responsive resources to students, families, and school staff.

The primary goals of this program are to:

1. Increase the engagement of Black/African students
2. Facilitate the involvement of parents/caregivers in their students’ education
3. Provide trauma-informed and culturally responsive services to this specialized population
4. Reduce academic disparities for Black/African students

History with the AABS Success Plan

The Black/African Student Success Project is a Phase I Grantee, funded through House Bill 2016 in 2016. From 7/1/2020 to 6/30/2021, the program served 207 African American/Black students.

Services Provided

The Black/African Student Success Project serves Pre-K through Grade 12 students in these school districts:

- Centennial School District
- David Douglas School District
- Gresham-Barlow School District
- Parkrose School District
- Portland Public Schools
- Reynolds School District
- Salem-Keizer School District

The Black/African Student Success Project provides the following services:

- **Facilitate communication between students, parents/caregivers, and staff:** The BASS project addresses barriers to communication such as language and cultural differences so that all stakeholders can be invested in the educational process for Black/African students.

- **Provide advocacy for students:** Families are provided with access to services, education about the school system, and meetings where progress updates are provided, and concerns can be addressed.
- **Culturally responsive curriculum:** School staff receive professional development so that they can interact and serve students in a culturally appropriate and trauma-informed manner.

The Black/African Student Success Project is currently addressing 10 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Immigrant and Refugee Community Organization (IRCO)															10
Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten															
Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments															
Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners															
Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon															
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															
Indicator 11: Increased graduation rates for African American/Black Students															

Service Model

The BASS program provides Black/African students with youth advocates who offer support in a variety of academic and personal domains. Advocates work to eliminate communication barriers between families and the school system, provide social and emotional support, facilitate academic interventions for students, and help participants successfully transition between schools.

Between the 2016-2019 school years, the program provided services to over 400 students.

Partnerships

The Black/African Student Success Project currently has partnerships with the Parkrose School District, Reynolds School District, David Douglas School District, and Gresham Barlow School District.

IRCO Black/African Student Success Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Coordinators Advocates Students School districts Parents/guardians and other family members	Advocates provide case management and academic support Advocates facilitate meetings between school staff and parents/caregivers School staff are provided with culturally responsive professional development BASS staff advocate for the diverse needs of Black/African immigrant and refugee students	# of schools served # classroom programs per year # of professional development activities each year # of students enrolled in classroom programs each year Students receiving support and classroom programming per year	<i>Student/Youth Outcomes</i> Increased student attendance Improved grades in core academic subjects Increased graduation rates Reduced discipline incidents <i>School Outcomes</i> Staff have education regarding cultural responsiveness and trauma-informed care

Lane Education Service District: Lane African American/Black Student Success Project

Program Description

The Lane African American/Black Student Success Project utilizes the resources of multiple systems and organizations within the county in order to meet the needs of Black/African American students and their families. In this program, Student Success Navigators work to advocate for students, provide professional development related to cultural responsiveness and implicit bias, and promote connections between students and the opportunities provided by community organizations.

The primary goals of this program are to:

1. Ensure that students are self-confident, engaged, and catalyzed to achieve personal and academic success.
2. Improve the engagement of young children and their families early in education.
3. Provide the resources, infrastructure, and opportunities necessary for African American Black students to thrive.

4. Facilitate communication between schools, families, and the Black/African American community.

History with the AABS Success Plan

The Lane African American/Black Student Success Project is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 662 students.

Services Provided

The Lane African American/Black Student Success Project serves Pre-K to Grade 12 students in Lane County across sixteen different school districts.

The Lane African American/Black Student Success Project provides the following services:

- **Promote connections with community organizations:** Various community organizations in Lane County have a wealth of knowledge and experience that can be accessed by participating students.
- **Build relationships within schools:** Students with shared experiences and backgrounds are introduced to each other so they can learn and build a sense of community.
- **Professional development:** Community based organizations support the continuing education of school staff to address implicit bias, promote racial justice, and ensure that Black/African American students are having their needs met.

The Lane ESD African American/Black Student Success Project is currently addressing 6 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Lane Education Service District															6
Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners															
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															
Indicator 11: Increased graduation rates for African American/Black Students															

Service Model

This program thrives because of its ability to target multiple levels of the students’ ecosystem for support. Student Success Navigators work to provide direct academic and social support to students

while promoting connections between the students and their peers, the school system, and organizations in the community.

Partnerships

The Lane African American/Black Student Success Project currently has partnerships with the sixteen school districts within Lane County, the Lane County Early Learning Hub, Lane Community College, and the National Association for the Advancement of Colored People of Lane County (NAACP).

Lane African American/Black Student Success Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Student Success Navigators Students School districts Relationships with community organizations Parents/guardians and other family members	Student Success Navigators provide advocacy and facilitate connection between students In-school programming is provided to increase students’ sense of belonging and community Student Success Navigators advocate for students and parents with school staff Students are connected with community organizations Professional development for school staff regarding cultural responsiveness	# of schools served # classroom programs per year Results of student surveys # of students enrolled in classroom programs each year # of students accessing resources from community organizations # of professional development activities	<i>Student/Youth Outcomes</i> Increased student attendance Reduced disciplinary incidents Increased rate of freshman on-track students Increased student sense of belonging Increased graduation rates <i>School Outcomes</i> Increased culturally responsive curriculum Staff receive presentations and professional development from community organizations

Medford and Ashland School Districts: Building Capacity for Educational Equity

Program Description

Building Capacity for Educational Equity is a collaborative project involving both the Medford and Ashland School Districts. These districts are working together to elevate the voices and concerns of Black/African American students, offering supports for parents and families of students that will allow them to advocate for their children, and addressing systemic school-level issues to reduce racism and barriers to success for Black/African American students.

The primary goals of this program are to:

1. Build capacity within school districts by gathering input from students, families, and school staff

2. Provide students with leadership opportunities and exposure to higher education possibilities
3. Review curriculum and policies for cultural responsiveness
4. Continue to recruit and hire a diverse school staff workforce
5. Improve disciplinary processes to reduce incidents for Black/African American students

History with the AABS Success Plan

The Building Capacity for Educational Equity Project is a Phase II Grantee, funded through House Bill 2016 in 2018. From 7/1/2020 to 6/30/2021, the program served 548 students, 496 of whom were African American/Black students.

Services Provided

The Building Capacity for Educational Equity Project serves Pre-K through Grade 12 students in the Ashland School District and Medford School District.

The Building Capacity for Educational Equity Project provides the following services:

- **Facilitating communication and collaboration:** This project works to promote sharing and communication between members of the school system, students, and their families, as well as other systems such as law enforcement.
- **Networking:** Program staff attend workshops and conferences to share about opportunities at these districts and to help recruit diverse potential staff members
- **Professional development:** Policies and procedures within the school system are reviewed and updated to be culturally responsive. In addition, staff receive training regarding restorative justice.
- **Creating community:** The program convenes meetings with students and families in order to introduce each other and help them work towards common goals in a collective fashion.

The Building Capacity for Educational Equity Project is currently addressing 4 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Medford and Ashland School Districts															4
Indicator 5: Increased number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon’s African American/Black student population															
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students															

Service Model

This program utilizes an equity specialist to engage with students, families, and school staff in order to address barriers to student success. Funding is also provided by this program for professional development opportunities, student activities, attendance at conferences, and building collaborations with other organizations in the community. In addition, school policies and procedures are reviewed to ensure that they are culturally appropriate. Finally, student mentors from Southern Oregon University and high schools in the Ashland and Medford School Districts work to support younger students and help them reach both academic and personal goals.

Partnerships

The Building Capacity for Educational Equity Project currently has partnerships with Southern Oregon University, the Oregon Shakespeare Festival, and the Southern Oregon Education Service District.

Medford & Ashland School Districts: Building Capacity for Educational Equity Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership	Implicit bias and restorative justice training	Number of discipline logs	<i>Student/Youth Outcomes</i>
Students		Student/parent feedback surveys	Reduced disciplinary incidents
School districts	Review of disciplinary procedures	Improved academic outcomes for students	Increased attendance
Relationships with community organizations	Mentoring provided by SOU students	Parents/caregivers are involved in decision-making process and can advocate for students	Increased graduation rates
Parents/guardians	Mentoring provided by high school students		<i>School Outcomes</i>
Professional conferences and workshops	Monthly parent support meetings	Increased diversity in recruitment and hiring	School procedures reviewed for cultural responsiveness
	Recruitment and networking efforts		Increased school staff diversity

Multnomah Education Service District (MESD): Bars to Bridges Program

Program Description

Multnomah Education Service District is an education cooperative that provides a wide variety of program, services, and academic placement options on a regional basis to school districts in Multnomah County and beyond. The Bars to Bridges Project (B2B) was inspired by the observation that African American/Black students who had been involved with the juvenile justice system were facing barriers while transitioning into school settings, the workforce, and their communities. B2B aims to remove these barriers by connecting students, families, and community members to resources that will help prepare students to enter the school system or the workforce. The reentry process is facilitated by transition specialists (TS),^[1] who are culturally responsive and trauma-informed professionals responsible for all aspects of wraparound support.

The primary goals of this program are to:

1. Support students' successful transition to their neighborhood middle and high schools, alternative schools, community colleges, and four-year colleges
2. Support students on their path to graduation and post-secondary success
3. Eliminate chronic absenteeism and promote engagement in school
4. Connect family and community members to trauma-informed and culturally responsive resources and development opportunities
5. Amplify the voices of students, families, and community members in policy reform

History with the AABS Success Plan

Bars to Bridges Project is a Phase I Grantee, funded through House Bill 2016 in 2016.

Services Provided

B2B serves African American, Black, Biracial and Multiracial students from 26 different school districts across Oregon, including Benton, Clackamas, Lane, Linn, Marion, Multnomah, and Washington counties. B2B provides services to youth who have been detained and/or incarcerated at the following MESD service sites:

- Donald E. Long juvenile detention facility (ages 11-18)
- Yamhill Juvenile Detention School Program (ages 1-18)
- Multnomah County Detention Center and Multnomah County Inverness jail (ages 18-21)
- Linn Juvenile Detention School Program (ages 12-18)
- Three Lakes High School at Oak Creek (ages 12-24)
- Riverside High School at Oak Creek (ages 12-24 and
- Ocean Dunes High School at Camp Florence (ages 12-24).

B2B provides the following services:

- **Provide individualized transition support to youth:** Each youth has a Transition Specialist (TS) that assists the youth with transitioning out of the juvenile justice system and into school settings and the workforce. TSs employ trauma-informed and culturally responsive approaches to mentorship and support.
- **Connect stakeholders with professional learning opportunities:** Targeted professional-learning opportunities are offered to educational staff and stakeholders in relevant school districts. These learning opportunities focus on the following topic areas: equity, inclusion, culturally responsive teaching, disproportionate discipline, and development of an equity lens.
- **Address disruptive school policies:** B2B advance updated re-entry/enrollment policies and practices in schools and districts to decrease enrollment barriers in neighborhood schools and educational programs.
- **Support families:** B2B provides individualized support to families, including siblings, to promote advocacy and resilience.
- **Build relationships with supportive services:** B2B foster relationships with juvenile justice professionals, community resources/organizations and educational organizations to provide more robust support for youth.

B2B is currently working on 5 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Multnomah Education Service District (MESD): Bars to Bridges															5
Total	4	3	6	3	1	6	5	10	8	8	7	4	0	0	
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															
Indicator 11: Increased graduation rates for African American/Black Students															
Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers															

Service Model

As soon as a student in this population enters one of MESD sites, a trained transitional specialist (TS) will be assigned to the students and stays with the student as the student moves through transitions. Each TS has a caseload of roughly 20-30 students at a time. The continuity of support by one TS provides the opportunity to develop a positive relationship between the TS, the students and the student’s family and other involved adults. The TSs engage with youth based on their assessed level of need: Tier 0 youth are contacted as appropriate/needed; Tier 1 youth are contacted once every two weeks; Tier 2 youth are contacted three times every two weeks; and Tier 3 youth are contacted three times per week. Youth move across different tiers of support as their needs evolve over time.

During the 2017-2018 school year, the program provided services to 167 students.

Operationally, B2B strives to build capacity among its staff members by encouraging them to develop specialized areas of expertise. This leads to more organizational stability and less turnover by allowing staff members to learn from each other’s strengths and develop their own pathways for growth in the organization.

Partnerships

B2B’s current partners include REAP, IRCO, and NAYA. Former partners include SoValti and Guiding Light Family Services, LLC.

Multnomah ESD: Bars to Bridges Program Logic Model

Inputs	Activities	Outputs	Outcomes
<p>Project leadership</p> <p>Transition Specialists</p> <p>Students</p> <p>School districts</p> <p>Relationships with community organizations, juvenile justice, and law enforcement</p> <p>Parents/guardians and other family members</p> <p>Access to student-level data</p>	<p>Provide professional learning opportunities for educators</p> <p>Connect students, families, educators, juvenile justice service providers and community members with professional development activities and other resources</p> <p>Offer individualized trauma-informed and culturally responsive support to youth reentering the community and neighborhood schools</p> <p>Regular touch points between transition specialists and clients based on tiered system</p> <p>Postsecondary and career planning</p> <p>Develop a shared resource database that can be accessed by students, families, or school staff</p> <p>Engage with families, including siblings</p> <p>Amplify voices of students and families to inform policy change</p>	<p># professional learning workshops offered to educators</p> <p># participants attending workshops</p> <p># meetings between youth and Transition Specialists</p> <p>Frequency of contact with families</p> <p># partnerships with community organizations</p> <p>Frequency of contact with juvenile justice and law enforcement partners</p> <p>Frequency of engagement with policymakers</p> <p># stakeholders accessing resource database</p>	<p><i>Student/Youth Outcomes</i></p> <p>Increase rate of re-entry to neighborhood school</p> <p>Increase regular and consistent school attendance (Decrease chronic absenteeism)</p> <p>Increase school engagement</p> <p>Increase student capacity to engage in after school activities</p> <p>Increase rate of freshman on track</p> <p>Increase graduation rates</p> <p>Increase post-secondary enrollment rates</p> <p>Decrease disciplinary incidents</p> <p><i>Parent/Guardian Outcomes</i></p> <p>Increase engagement with students and resources</p> <p><i>School Outcomes</i></p> <p>Increase awareness and knowledge of trauma informed practices</p> <p>Increase awareness of culturally responsive practices</p> <p><i>Juvenile Justice Outcomes</i></p> <p>Decrease status violation</p> <p>Decrease recidivism</p> <p>Increase connections between juvenile detention and corrections and school/districts</p> <p>Increase student engagement with shared resources</p>

R.E.A.P: Black/African Student Success Plan Program - REAP Expansion Project

Program Description

REAP is a multicultural youth leadership program that works with students in grades 3rd through 12th, aiming to ignite, elevate, and engage future global leaders through civic engagement, entrepreneurship, and cooperative management. REAP offers three core school-based programs during and after school: Solutions, Reflections & Renaissance.

Solutions is a 10-month curriculum focused on leadership, offering students year around opportunities to build upon their own experience, history, and culture through exposure to business, civic and educational leaders. The curriculum includes a series of interactive leadership trainings and applied learning approaches to help students (1) Learn and demonstrate school/community leadership skills; (2) Develop or strengthen academic skills needed for school success, college readiness, future careers; and (3) Bolster positive behavior, and relational communication and problem-solving skills, such as negotiation and teamwork.

Reflections provides a proactive, strength-based intervention called Elevate for youth who are identified as having disciplinary issues. The program offers behavioral supports, assistance with school work, and advocacy for each student's right to equal access of education. REAP's School Climate Survey uses a restorative and equitable lens to analyze fair discipline policies and develop the framework for appropriate student behavior, ultimately contributing to a positive school culture. Reflections also promotes problem solving and de-escalation skills through an approach called Mindful Moments.

Renaissance is a gender and culturally specific leadership development program for males between the ages of 12-18, provides increased and focused interventions exclusive to their unique needs.

The REAP Expansion Project aims to bring REAP services to a greater number of students. REAP states the following as primary goals to accomplish by June of 2021:

- Engage 420 students in REAP school-based programs and retain 70%
- Engage 500 students in REAP major leadership conference & forums & retain 70%
- Conduct quarterly restorative justice & trauma informed care educator trainings at partnering schools
- Conduct restorative justice & trauma informed care coaching sessions with educators at partnering school based on need

History with the AABS Success Plan

REAP is a Phase I Grantee, funded through House Bill 2016 in 2016. From 7/1/2020 to 6/30/2021, the program served 742 students, 305 of whom were African American/Black students.

Services Provided

REAP provides school-based and community program services to the following schools:

- Aloha High School
- Centennial High School
- David Douglas High School
- Oliver elementary School
- Parklane Elementary School
- Ron Russel Middle School

Incarcerated youth can also access some of REAP's services online. REAP provides the following services:

- **Leadership programming and ongoing academic support during and after school:** programming includes peer support, mentoring, and the Saturday Leadership Academy.
- **Restorative justice services related to behavior, curriculum, and restorative planning:** REAP, through its partnership with R.A.A.P., offers culturally responsive, trauma-informed, and restorative justice training and coaching for educators and administrators.
- **Leadership conference to promote leadership, student voice, and expose student to black community leaders:** Students are empowered by various activities aimed at developing leadership skills. Career leaders from various industries volunteer as speakers and workplace tour hosts. Corporations, small businesses, colleges/universities, and government agencies purchase sponsorships to support the program.
- **Services for chronically absent students and their families.** In partnership with ILEAP, the program provides secondary family engagement and supports for fostering positive school climate, including a Family Night every fall and spring that features a student talent show, games, acknowledgement of students, and a brief overview of REAP programming and upcoming events.

In addition to continuing these services and activities, REP plans to facilitate a series of interactive and discussion driven forums to present the data outcomes of school climate surveys of the project and develop recommendations to address findings.

REAP is currently working on 5 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
R.E.A.P: Black/African Student Success Plan Program															5
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students															
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															
Indicator 11: Increased graduation rates for African American/Black Students															
Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers															

Service Model

The REAP Expansion Project aims to support students to flourish in their schools and communities. Five Project Leaders manage program reporting and communication between the implementation team, staff, students, families, and community stakeholders. Leadership roles include a Grant Manager/Executive Director, Director of Program, Youth Direct Services Manager, Marketing and Leadership Development Manager and Fundraising and Program Innovation Manager.

Seven Youth Essentials Coordinators serve as site coordinators and are housed at each school, administering direct programming during the afterschool hours to students, providing one-on-one support to students, and referring students to REAP and outside agencies for emergency services. Youth Essentials Coordinators also work closely with school personnel and create the ever-evolving curriculum for the Solutions, Reflections, and Renaissance programming. Youth Essentials Coordinator responsibilities include:

- Working intensively with youth and families on issues including discipline equity, academic success, after school enrichment, leadership development, civic engagement, cooperative management, entrepreneurship, and youth voice
- Serving on school committees on equity, climate, Positive Behavior Intervention & Supports, etc.
- Assisting in providing training and coaching opportunities on equity and inclusion
- Leading or co-leading advocacy efforts around specific policy issues that impact education and other areas that affect diverse communities
- Attending professional development and leadership trainings
- Practicing and modeling leadership

Partnerships

REAP works in partnership with R.A.A.P. Counseling and Consulting to train educators to be more culturally responsive to African American/Black students. REAP also partners with Portland State University, R.A.A.P., and ILEAP to assess school climates and develop programming in each location. ILEAP and Bridge-Pamoja offer services to address the mental health, food/rental assistance needs of students and families.

REAP Program Logic Model

Inputs	Activities	Outputs	Outcomes
<p>Project leadership</p> <p>Youth Essentials Coordinators</p> <p>Students</p> <p>School leadership and staff</p> <p>Parents/guardians and other family members</p> <p>Access to student-level data</p>	<p>Building relationship with students and establishing a community at each school</p> <p>Implementing leadership programming that addresses students' individual needs, including peer mentoring, information sharing and access to community resources.</p> <p>Providing restorative justice programming</p>	<p># participating schools</p> <p># Youth Essentials Coordinators to deliver programming during school hours and after school</p> <p># participating students attending programming:</p> <ul style="list-style-type: none"> -In school -After school -At leadership conferences <p># educators participating in</p>	<p>School-based programs offer academic, social & emotional learning supports to promote student success increase the rate of freshman on-track for graduation.</p> <p>REAP leadership events promote parent and community engagement, peer leadership, and information sharing solely focused on ensuring high school graduation.</p> <p>Leadership curriculum for school-based programs is culturally responsive.</p> <p>School-based programs work through an integrated model to ensure an increase in the graduation rates for African American/Black Students.</p> <p>Training curriculum for school-based programs is culturally responsive established in partnership with Portland</p>

	<p>Reaching out to parents and guardians with district family nights</p> <p>Providing professional development to both school and REAP staff</p> <p>Working with school staff to assess school climate</p>	<p>training and professional development</p> <p>Frequency of contact with families</p> <p>Frequency of contact with school staff to assess school climate</p>	<p>State University Black Studies Department and REAP staff</p> <p>Educator trainings & school climate survey & forums address barriers to teaching and learning and guide policy around disproportionate discipline and equity.</p> <p>Educator trainings & school climate survey & forums equip teachers and administrators to impact student performance.</p> <p>Graduating students continue to work with Youth Essentials Coordinators to ensure a successful transition to post-secondary education.</p> <p>Curriculum and summer programming offer students the necessary resources and supports to assist with college and trade planning.</p>
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Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS): African American/Black Student Success Plan of Multnomah County

Program Description

Self-Enhancement, Inc. works with underserved youth—primarily African-American students in Portland’s North and Northeast neighborhoods—along with their schools, families, and community groups to provide the culturally responsive and comprehensive wraparound support, guidance, and opportunities that underserved students need to achieve academic, personal, and economic success.

The overarching goal is to cultivate “positive contributing citizens” who complete at least two years of postsecondary education or successful workforce experience by the age 25. SEI utilizes a strengths-based positive youth development approach to provide culturally specific mentoring services, including academic support, 24/7/365 case management, family engagement, college preparation, career exploration and skill building for youth at risk of academic failure. By providing a continuum of services, the program helps students build resiliency in overcoming barriers in multiple environments: during school, after school, in the summer, at home, and following high school graduation.

Beginning in 2016, Self-Enhancement, Inc. (SEI) partnered with Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS) to implement the African American/Black Student Success Plan of Multnomah County.

History with the AABS Success Plan

The AABS Success Plan of Multnomah County is a Phase I Grantee, funded through House Bill 2016 in 2016. From 7/1/2020 to 6/30/2021, the program served 138 students, 125 of whom were African American/Black students.

Services Provided

The AABS Success Plan of Multnomah County works with schools, families, and community groups to provide the culturally responsive and comprehensive wraparound support, guidance and opportunities that underserved students need to achieve academic, personal, and economic success.

The program has pivoted this year to focus on five areas: 1) Home safety 2) Social and emotional learning, 3) ISPs, 4) Academic objectives and goals, and 5) Food security. There are currently four mental health providers available to help students deal with stress and depression. Coordinators each speak with about 10 students a day, along with weekly class meetings and after school programming.

SEI and POIC are currently working on 5 of the 14 AABSS indicators.

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
Self-Enhancement, Inc. (SEI) and POIC + RAHS															5
Indicator 8: Reduced number of discipline incidents for African American/Black Students															
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students															
Indicator 10: Increased rate of freshman on-track for African American/Black students															
Indicator 11: Increased graduation rates for African American/Black Students															
Indicator 12: Increased post-secondary enrollment rates of African American/Black students' high school graduates and General Educational Development (GED) completers															

Service Model

SEI serves the City of Portland and Multnomah County, including Parkrose School District and Portland Public Schools (Grant High School). Through the collaboration with POIC+RAHS, the program reaches an additional 80 African American/Black youth who have dropped out, been expelled, or are on the verge of dropping out or being expelled from the five Multnomah County school districts. POIC+RAHS will focus on the outcomes as identified in the originally proposed Action Plan, measuring student growth in areas of rate of credit attainment (credits earned vs credits attempted), discipline (number of disciplinary incidents), family engagement and support, and school attendance/retention.

According to program leaders, the partnership between SEI and POIC works because POIC can pick up students when they come out of the school district system. The two programs do not share the same

model, but they share principles to ensure continuity of care for students. The leadership teams at both organizations work closely together so that when students matriculate to POIC, all parties know that their needs are being met. The program serves the following student populations:

Parkrose School District

- Parkrose High School
- Parkrose Middle

Portland Public Schools

- Grant High School

Rosemary Anderson High School

- North Campus
- East Campus
- North Columbia Campus
- Southeast/Lents Campus

Partnerships

The AABS Success Plan of Multnomah County primarily involves the partnership between its two central entities: Self-Enhancement, Inc. (SEI) and Portland Opportunities Industrialization Center and Rosemary Anderson High School (POIC + RAHS). Other partnership activities have included Schools Uniting Neighborhoods (SUN), The Promise Neighborhood Initiative, and Bridge 13.

SEI/POIC & RAHS AABS Success Plan of Multnomah County Logic Model

Inputs	Activities	Outputs	Outcomes
In-school service coordinator FTE	Create and maintain ISP for enrolled students with academic, social, and personal goals	# students connected to an SEI in-school service coordinator	Increased # of AA/Black students engaged in a culturally responsive system of support
Parent coordinators		% completing ISP;	Increased # of AA/Black students graduating and graduating on time
Program analysts	Hold biweekly case management meetings with students to identify needed interventions	quarterly progress on academic, social, personal goals	85% of AA/Black students have 0-1 behavioral referrals
Data team			
Laptops and other technology	Encourage & monitor student participation in after-school program during school year and over breaks.	Minutes per month of 1-to-1 contact/support	85% of AA/Black students maintain an attendance rate of 90% or higher
The SEI Relationship Model, Fundamental Beliefs, and Standards	Offer collaborative meetings and trainings to families	% enrollees with behavioral referrals; types of referrals (e.g., suspension); types of interventions applied	85% of students participate in a minimum of 2 hours/week of after-school and summer programming
Students	Employ parent coordinators to provide at least three “touches,” with	# contacts with parent/guardians, # and types of	Reduced # of out-of-school suspensions
			Increased #of AA/Black high-risk, disconnected, expelled/ suspended, and out-of-school youth re-engaged

<p>School districts</p> <p>Relationships with community organizations, juvenile justice, and law enforcement</p> <p>Parent/guardians and other family members</p> <p>Access to student-level data</p>	<p>parents/caregivers and arrange quarterly events (e.g., open house, back-to-school, culturally specific outreach activities)</p> <p>Arrange staff cross-training events and regular planning meetings.</p> <p>Provide follow-up contact and support for successful transition to post-secondary enrollment (e.g., participation in summer “bridge” program, post-high classes, and male/female leadership programs)</p> <p>Assist students in securing needed credits and in planning college tests, applications</p>	<p>activities & events, number of attendees</p> <p># & types of trainings; number of attendees, results of planning meetings (e.g., referral, outreach strategies, outcomes)</p> <p># students enrolled in post-secondary programs (2/4-year and vocational) at end of each year</p> <p># and % students graduating high school on time</p> <p># credit-bearing programs offered (outside of regular classes); # students enrolling & completing programs</p>	<p>Increased number of AA/Black students earning Honor Roll and Attendance awards</p> <p>Increased family engagement</p> <p>Improved school-community service alignment, “no wrong door” access for students and families</p> <p>Increased culturally responsive PD for POIC staff members</p> <p>Increased # of AA/Black students enrolled in credit recovery and acquisition opportunities</p> <p>Increased rate of high school credits earned versus attempted</p> <p>Increased # of graduating students transitioning successfully to post-secondary education</p>
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SEEDS OF PROMISE

Note: Due to circumstances brought about by COVID-19, this Grantee discontinued services and withdrew from the program during the 2020-21 school year.

Program Description

Seeds of Promise Child Development Center is an early learning service provider located in Salem, Oregon that offers culturally specific programming for African American/Black children. Their curriculum is designed to meet the needs of students and families based on the results of school-readiness assessments and the input of parents/caregivers.

The primary goals of this program are to:

1. Increase access to culturally specific and high-quality early learning programs for African American/Black families in the Salem-Keizer area
2. Offer early learning curriculum that prepares students for school
3. Hire a diverse staff and identify potential future staff members
4. Provide continuing education opportunities for staff
5. Engage families through classes and conferences

History with the AABS Success Plan

The Seeds of Promise Project is a Phase II Grantee, funded through House Bill 2016 in 2020 and discontinued in 2021.

Services Provided

The Seeds of Promise Project is affiliated with Seeds of Faith Ministries and serves children from 2 to 6 years of age. The Seeds of Promise Project provides the following services:

- **A safe and culturally responsive learning environment:** This program is designed specifically with African American/Black families in mind.
- **Small student to teacher ratios:** Students receive early learning instruction and care in an environment adaptive to their needs.
- **Literacy and numeracy development:** Programming for students is holistic and includes targeted activities for improving reading and math skills based on the results of statewide school-readiness metrics.
- **Parent education:** In-person and virtual conferences and classes are provided for parents/guardians that are focused on parent engagement and education. Seeds of Promise offers a small stipend for parenting classes and works with parents/guardians to uncover potential early learning educators within the parent population.

The Seeds of Promise Project was working on 3 of the 14 AABSS indicators at the time of funding:

AABSS Indicator	1	2	3	4	5	6	7	8	9	10	11	12	13	14	Total
AABSS Grantees															
African Youth and Community Organization (AYCO)															8
Black Parent Initiative (BPI)															6
Early Learning Washington County and CAIRO (SPACE)															7
Education Explorers, LLC															3
Elevate Oregon															6
Immigrant and Refugee Community Organization (IRCO)															10
Lane Education Service District															6
Medford and Ashland School Districts															4
Multnomah Education Service District (MESD): Bars to Bridges															5

R.E.A.P: Black/African Student Success Plan Program																		5
Self-Enhancement, Inc. (SEI) and POIC + RAHS																		
Total	4	3	6	3	1	6	5	10	8	8	7	4	0	0				
Indicator 1: Increased access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare African American/Black children for kindergarten																		
Indicator 2: Increased number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of African American/Black children in early childhood environments;																		
Indicator 3: A consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of African American/Black early learners;																		
Indicator 4: A culturally and linguistically congruent newcomer program for African students who have had little or no formal schooling in Oregon;																		
Indicator 5: Increased number of Oregon school districts that recruit, hire, and retain African American/Black educators at a rate comparable to that of Oregon’s African American/Black student population;																		
Indicator 6: Increased amount of available culturally responsive curriculum in Oregon schools for African American/Black students																		
Indicator 7: Increased literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students																		
Indicator 8: Reduced number of discipline incidents for African American/Black Students																		
Indicator 9: Increased attendance and reduce absenteeism rates for African American/Black students																		
Indicator 10: Increased rate of freshman on-track for African American/Black students																		
Indicator 11: Increased graduation rates for African American/Black Students																		
Indicator 12: Increased post-secondary enrollment rates of African American/Black students’ high school graduates and General Educational Development (GED) completers																		

Service Model

This program offers culturally specific early learning experiences for African American/Black families in the Salem-Keizer area. The curriculum is holistic and encompasses motor skill development, social

interactions, and literacy/numeracy among other constructs. Students receive education that is tailored to their needs and reflective of input from families. Because many of the participating families experience domestic violence, Seeds of Promise offers enhanced security features and partnerships with external organizations to meet the needs of Domestic Violence survivors.

Partnerships

The Seeds of Promise Project currently has partnerships with Court Street Childcare, the National Association for the Advancement of Colored People (NAACP), the Office of Student Equity, Access and Advancement for Salem-Keizer Public Schools, Child Care Resource and Referral, Family Building Blocks, and Chemeketa Community College.

Seeds of Promise Project Logic Model

Inputs	Activities	Outputs	Outcomes
Program leadership Program staff Students Parents/guardians Community partnerships	Educational activities that are adapted to results from assessments Culturally responsive curriculum Hiring of diverse staff Professional development for staff Continuing education for staff High school and college mentors Parent education activities	Enrollment and retention School-preparedness assessments Staff composition Parent/guardian attendance during conferences and workshops Staff participation in professional development	<i>Student/Youth Outcomes</i> Increased access to culturally specific early learning Increased literacy outcomes Cohesive transitions between developmental and school stages <i>Family Outcomes</i> Improved parent engagement Recruitment of early learning service providers from parent population <i>Program Outcomes</i> Diverse and staff Increased access to professional development for staff

Appendix B: Grantee Funding

Grantee	2019-2021 Award	2021-2023 Award	2021-2023 Requested Amount
African Youth and Community Organization	\$755,886.00	\$1,012,586.87	\$1,473,753.96
Airway Science for Kids		\$888,581.01	\$1,285,600.00
Black Parent Initiative	\$294,206.00	\$762,566.43	\$845,811.17
Centre of African Immigration and Refugees (CAIRO)		\$789,866.68	\$948,469.80
Coalition of Black Men		\$487,177.34	\$571,683.61
Education Explorers	\$250,000.00		
Elevate Oregon	\$289,757.00		
Immigrant and Refugee Community Organization	\$1,647,599.00	\$1,787,613.06	\$1,981,656.90
Lane ESD	\$1,066,804.00	\$1,652,096.56	\$1,999,681.13
Medford SD 549C	\$612,000.00		
Multnomah ESD/Bars to Bridges	\$1,327,209.00	\$1,324,623.00	\$1,865,456.00
Oregon State University		\$245,387.30	\$335,421.00
Portland Opportunities Industrialization Center		\$1,062,735.03	\$1,412,497.72
REAP, Inc.	\$1,625,566.00	\$1,260,160.00	\$2,000,000.00
Seeds of Promise	\$83,069.03		
Self Enhancement Inc	\$1,559,184.00	\$1,096,970.15	\$1,360,363.79
Southern OR ESD		\$494,152.82	\$696,500.00
Washington County (Early Learning Hub)	\$515,578.00	\$1,135,485.61	\$1,783,728.07

