



# African American/Black Student Success Advisory Group

November 2, 2022

# Agenda

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- Gavel In, Welcome, Roll Call
- OEDI Director Welcome and Updates
- Grantee Presentation - *IRCO*
- Legislative Update
- Break
- Computer Science Initiative
- Grantee Presentation - *Multnomah ESD*
- Community Announcements & Updates
- Adjourn



# OEDI Director Welcome & Updates

Laura Lien, OEDI Director



# Grantee Presentation

Immigrant and Refugee Community Organization



***IRCO's Black African  
Immigrant and  
Refugee Student  
Success (BASS)***



◆ **AABSS-BASS Project is a collaboration between IRCO's Africa House and:**

- **Five of Oregon's most diverse school districts – David Douglas, Portland, Parkrose, Reynolds, Salem-Keizer**
- **Two community colleges – Treasure Valley CC, Portland CC**

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***Objective: to increase opportunities and academic success across the K-Postsecondary continuum, in both rural and urban/metro settings for African newcomer, immigrant and refugee youth***



# AFRICA HOUSE

Africa House is the only culturally and linguistically specific one-stop center targeting the increasingly diverse and growing number of African immigrants and refugees living in Oregon.

In 2020, we served more than **7,600 community members** from more than **22 ethnic and cultural backgrounds**.

Recognized for moving beyond intercultural strife, Africa House is staffed by a multicultural team **representing 17 ethnicities** and **speaking 20 languages**.

## CULTURALLY & LINGUISTICALLY SPECIFIC SERVICES

Early Childhood Education,  
Parenting Support &  
Family Engagement  
Youth Mentoring,  
Academic Support &  
Community Violence Prevention

Community Engagement,  
Policy Building &  
Leadership Development

Elders Citizenship & Support  
Services

Health Enrollment & Navigation

Computer Literacy & ESL Classes

Poverty Reduction,  
Housing & Energy Assistance

# Schools Served

## Parkrose School District

- Parkrose High School
- Parkrose Middle School
- Sacramento Elementary School \*
- Shaver Elementary School \*

## Reynolds School District

- Reynolds High School
- Alder Elementary School
- Glenfair Elementary School
- Davis Elementary School \*

\* Case Management Services as needed

\* Service delivery plan in process

## Community Colleges

Treasure Valley CC  
Portland CC

## David Douglas School District

- David Douglas High School
- Alice Ott Middle School \*
- Ron Russel Middle School
- Lincoln Park Elementary School
- Gilbert Park Elementary School

## Portland Public Schools

- Leodis V. MacDaniel High School
- Harrison Park Middle School \*

## Salem-Keizer School District

- Waldo Middle School
- Englewood Elementary School



❖ Programming focus on *key priorities* as outlined by ODE such as :

- **Math and literacy skill building**
- **Key transitions (ES/MS, MS/HS, HS/post-sec)**
- **Attendance, discipline, improving school climate**
- **Culturally responsive pedagogy**

# ❖ **The BASS Program Provides Culturally Specific relationship based:**

- **Academic advocacy/case management,**
- **Out-of-school time group activities that support academic, enrichment and social & emotional wellbeing**
- **Culturally specific family engagement for parents/caregivers**



❖ **And....Postsecondary Activities  
(a new component in BASS this  
biennium):**

**Programming example from Ontario (next  
slide.....)**

# Ontario BASS

- Currently serving 8 Treasure Valley Community College (TVCC) students
- Providing one-on-one mentoring and college navigation
- Individual and group study sessions.
- Case management through individualized progress notes
- Exciting/Noteworthy Info

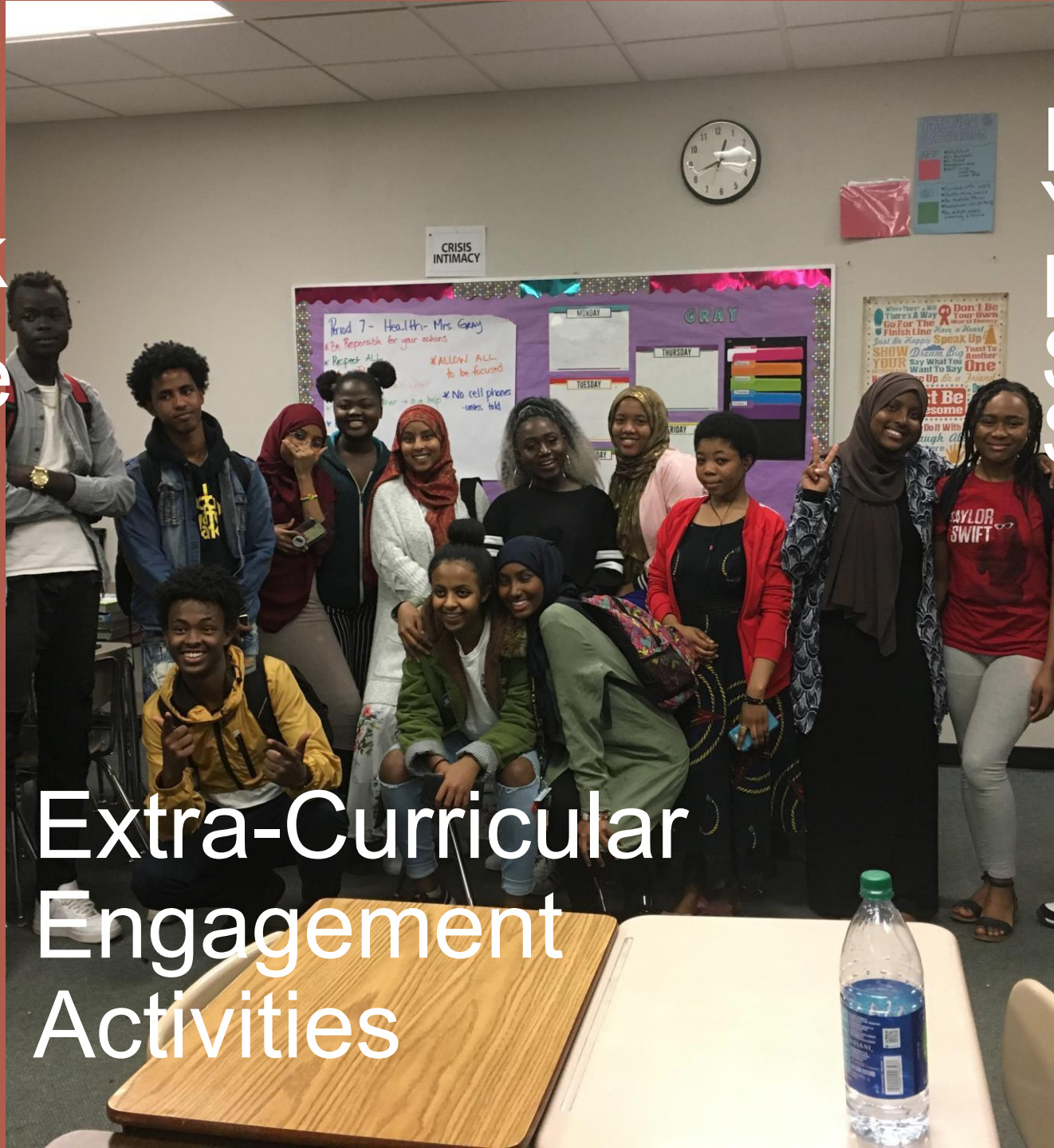




## ◆ Unique features in BASS include an Instructor & Training Coordinator:

- Modeling instructional methods for Advocate Team
- Training experiences which enhance development of Advocates and Tutors
- Consultations/training sessions (virtual and in person)
- Development of supplementary materials and learning opportunities

Drop-in  
Homework  
Assistance



IRCO  
Youth  
Department  
Summer  
School

Extra-Curricular  
Engagement  
Activities

# Cultural Awareness Events

(Pre-Covid) BASS held cultural awareness events for all teachers and other school staff. The main purpose was to share the cultural backgrounds of students and their experiences.

These events create a space for school staff to openly ask questions about our students and their families.

It also creates a space for advocates to share any messages our students have for our teachers.

Topics we've provided trainings and discussions on include: Dressing/dress codes like Hijab, religious belief of students, African culture, food and languages etc.







## Youth Staff Trainings

Trainings are organized by IRCO's training coordinator. For the past 2 years all trainings have been virtual (Zoom or Microsoft Teams). They are offered to all IRCO Youth staff to better help advocates with students and families in personal or academic situations.

### Examples of Trainings

- Foundation of Case Management
- Suicide Prevention (QPR)
- Restorative Justice
- Volunteer Engagement
- College Readiness
- Healing Movement 1&2
- Professional Writing

# Data Management System

Staff in BASS report and track all data through our Efforts to Outcome (ETO) database, in Sharepoint/IRCO Cloud-based data management system, and also have physical files in the office.

As a new hire, every staff gets trained by their coordinator or program assistant on how to complete and properly store physical files. Every staff is also trained by IRCO's ETO database and training specialist to use the ETO database.



# Family Engagement and Empowerment/Support

- Bilingual/bicultural staff empower parents to support their child's academic success and advocate for their child/ren (School to home, home to school communication)
- Individualized support and referrals to resources (I.e., rent/utility assistance, food, healthcare, transportation etc.)
- Reach out to families and students by phone to express words of encouragement regarding the pandemic, home confinement, and distance learning.
- Helping the parents understand the risk of Covid and provide information about vaccines
- Home visits (while following IRCO's Safety Protocol)
- Distribution of Gift Cards to the families and other information related to resources

# Family Nights Since Pandemic

- - Better Together: African Parent Engagement Night
  - African Family Night (e.g., at Roosevelt HS)
  - Somali Independence Day
  - Somali Family Café (in partnership with David Douglas HS)



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**Some recent/upcoming Family & Community Engagement activities**  
include:

***Black History Month Celebrations, with a twist*** -- Examples

# Field Trip Activities

- Nelson Mandela Exhibit at OMSI (Oregon Museum of Science & Industry)
- College Visits including UO, PSU
- Conflict Resolution Conference
- Know Your Rights Conference
- African Film Festival
- Oregon Coast experience





# Africa House Youth Council

- A programming component of BASS promoting Leadership skill building
- Culturally relevant forum to promote youth voice
- What do they do -- Examples
- Promotes Positive Cultural Identity

Development

- Promotes Future Orientation

Development



# Future of BASS programming

- Continue in-person advocacy at schools
- Continue with after-school group activities
- Plan for summer programming
- More focused college level advocacy with community college partners
- Continue with parent engagement
- Exploring need to serve children/families in Kindergarten grade band



# Legislative Update

Nicole Peterson

Legislative Coordinator, Government Relations & External Affairs Team

Office of the Director



# 2023 Session Overview

Government Relations & External Affairs Team  
Office of the Director

# Overview



- Grounding Our Work
- Legislative Structure
- ODE's Draft Legislative Agenda for 2023

# Grounding Our Work

# ODE's Equity Stance

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Education equity is the equitable implementation of policy, practices, procedures, and legislation that translates into resource allocation, education rigor, and opportunities for historically and currently marginalized youth, students, and families including civil rights protected classes. This means the restructuring and dismantling of systems and institutions that create the dichotomy of beneficiaries and the oppressed and marginalized.

# Antiracist Policy Making

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## Antiracist

One who is supporting an antiracist policy through their actions or expressing an antiracist idea.

## Antiracist Policy

An antiracist policy is any measure that produces or sustains racial equity between racial groups.

**Policy:** Written and unwritten law, rules, procedures, processes, regulations, and guidelines that govern people.



# ODE Equity Strategic Plan

G3: We continually expand our capacity for & commitment to diverse & inclusive partnerships in service of Education equity

Strategy 3A: Seek opportunities to develop and deepen equitable partnership and collaboration with the federally recognized tribal governments in Oregon.

Strategy 3C: systemize use of ODE Equity Lens to evaluate proposed agency concepts & policy options packages

Strategy 3C Outcome: Agency can demonstrate processes and protocols with the state legislature and other state agencies sustain the ODE equity lens at the center regardless of individuals in role.

# Legislative Structure



**BILL**  
INTRODUCED

REFERRED TO  
APPROPRIATE  
COMMITTEE

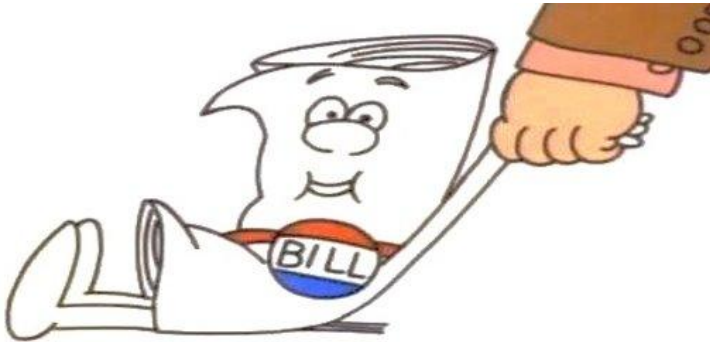
! SUBCOMMITTEE  
REVIEW AND  
MARK UP

! COMMITTEE  
REVIEW, MARK UP  
AND VOTE ON BILL

! CHAMBER  
DEBATES AND  
VOTES ON BILL

# HOW A BILL BECOMES A LAW

In the Oregon Legislature, there are two chambers, House of Representatives and the Senate. The two chambers use the same process for passing legislation, although there are differences in rules and jurisdiction.



! DENOTES WHERE A BILL CAN FAIL

! OTHER CHAMBER  
CONSIDERS BILL

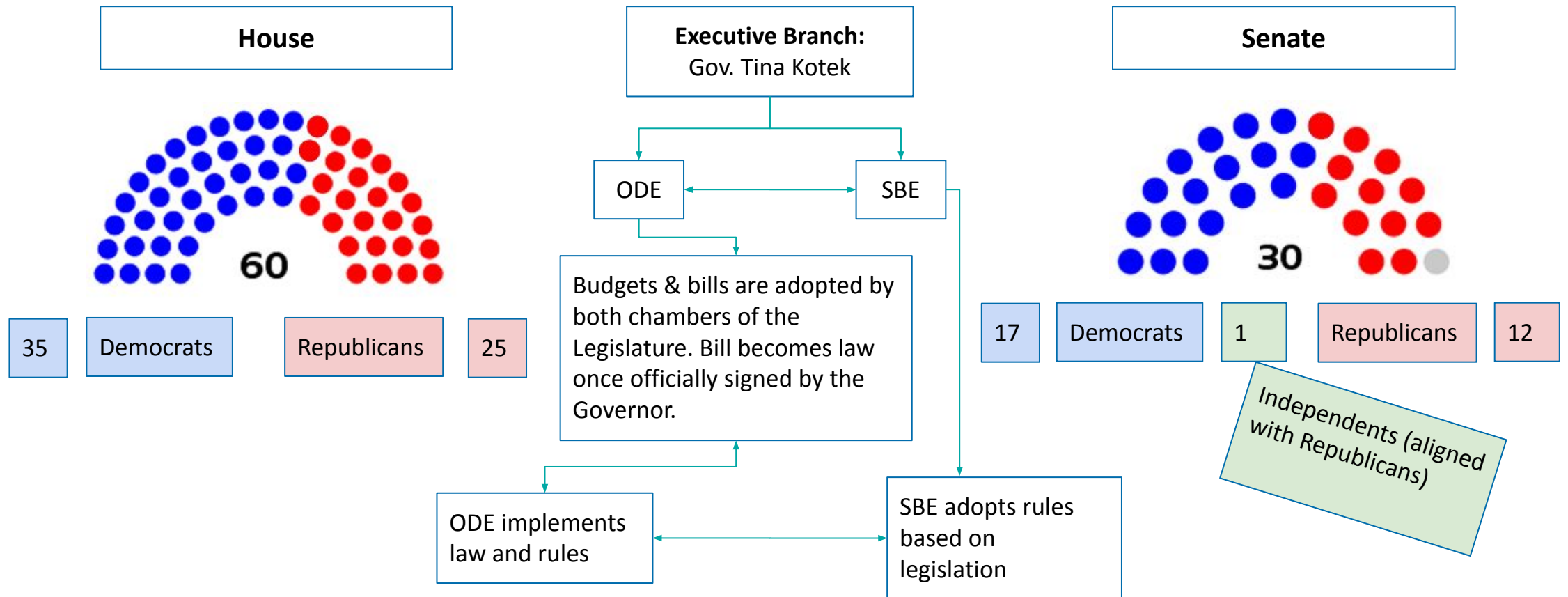
! CONFERENCE  
COMMITTEE

! BOTH CHAMBERS  
VOTE ON FINAL  
BILL

BILL BECOMES  
**LAW**

! GOVERNOR  
SIGNATURE

# Legislative Structure & Education Policy Governance



# Current Structure: Committees



# Current Structure: Committees

## Policy Committees

### Senate Education Committee

- Sen. Michael Dembrow, Chair (D)
- Sen. Suzanne Weber, VC (R)
- Sen. Sara Gelser Blouin (D)
- Sen. Lew Frederick (D)
- Sen. Dick Anderson (D)
- Sen. Art Robinson (R)
- Sen. Rob Wagner (D)

### House Education Committee

- Rep. Courtney Neron, Chair (D)
- Rep. Boomer Wright, VC (R)
- Rep. Zach Hudson, VC (D)
- Rep. Tracy Cramer (R)
- Rep. Emily McIntire (R)
- Rep. Hoa Nguyen (D)
- Rep. Andrea Valderrama (D)

## Budget Committees

### Joint Ways & Means Sub Ed Committee

- Sen. Lew Frederick, Co-Chair (D)
- Rep. Susan McLain, Co-Chair (D)
- Sen. Suzanne Weber (R)
- Sen. Michael Dembrow (D)
- Rep. Hoa Nguyen (D)
- Rep. Tracy Cramer (R)
- Rep. Emily McIntire (R)
- Rep. Ricki Ruiz (D)

# Current Structure: Legislative Leadership

## Senate Majority Leadership

- President Designate - Rob Wagner
- President Pro Tempore Designate - James Manning
- Majority Leader - Kate Lieber
- Deputy Majority Leader - Janeen Sollman
- Majority Whip - Sara Gelser Blouin
- Majority Whip - Lew Frederick
- Assistant Majority Leader - Kayse Jama
- Assistant Majority Leader - Wlinsvey Campos

## Senate Minority Leadership

- Minority Leader - Tim Knopp
- Deputy Minority Leader - Dick Anderson
- Deputy Minority Leader - Lynn Findley
- Deputy Minority Leader - Kim Thatcher
- Deputy Minority Leader - Daniel Bonham
- Minority Whip - Dennis Linthicum

## House Majority Leadership

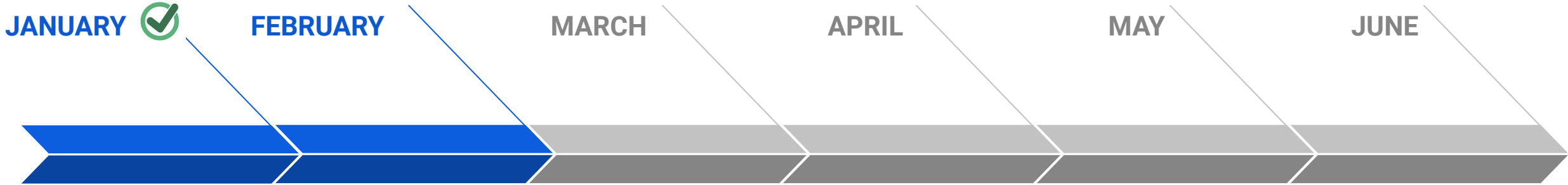
- House Speaker Nominee - Dan Rayfield
- Majority Leader - Julie Fahey
- Speaker Pro Tempore - Paul Holvey
- Majority Whip - Andrea Valderrama
- Deputy Majority Whip - Rob Nosse
- Assistant Majority Leader - Pam Marsh
- Assistant Majority Leader - Jason Kropf
- Assistant Majority Leader - Dacia Grayber

## House Minority Leadership

- House Minority Leader - Vikki Breese-Iverson
- Deputy Minority Leader - Shelly Boshart Davis
- Minority Whip - E. Werner Reschke
- Deputy Minority Whip - Kim Wallan
- Deputy Minority Whip - Lily Morgan
- Assistant Minority Leader - Rick Lewis
- Assistant Minority Leader - David Brock Smith
- Ex-Officio - Greg Smith



# Legislative Deadlines



**JANUARY** ✓

**FEBRUARY**

**MARCH**

**APRIL**

**MAY**

**JUNE**

**ORGANIZATIONAL  
DAYS: 9th**

**LC DRAFT  
REQUEST  
DEADLINE:  
13th**

**SESSION  
STARTS:  
January 17th**

**DEADLINE FOR  
LC TO RETURN  
DRAFT TO  
MEMBERS: 17th**

**MEASURE  
INTRODUCTION  
DEADLINE: 21st**

**POST WORK  
SESSION  
DEADLINE: 17th**

**1st CHAMBER  
DEADLINE: 4th**

**POST WORK  
SESSION  
DEADLINE: 5th**

**2nd CHAMBER  
DEADLINE: 19th**

**TARGET SINE  
DIE: 15th**

**CONSTITUTIONAL  
SINE DIE: 25th**



# For more information

- Log on to [www.oregonlegislature.gov](http://www.oregonlegislature.gov) for a broad range of legislative information, including schedules and contact information for all 90 legislators.

# ODE's Draft Legislative Agenda for 2023

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## Moving Equity Forward

- Pacific Islander / Native Hawaiian Student Success Plan
- Refugee & Immigrant Student Success Plan
- Professional Development for Ethnic Studies & Holocaust/Genocide
- Definition of Consent for School Policies
- District Appointed Civil Rights Coordinator

## Good Governance

- Grant Consolidation Work
- Technical Fix Omnibus



OREGON  
DEPARTMENT OF  
EDUCATION

*Oregon achieves . . . together!*

# Questions

**CONTACT US**

# Break

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# Computer Science Initiative

Andrew Cronk & Beth Blumenstein

Well-rounded Access Programs & Digital Learning Team

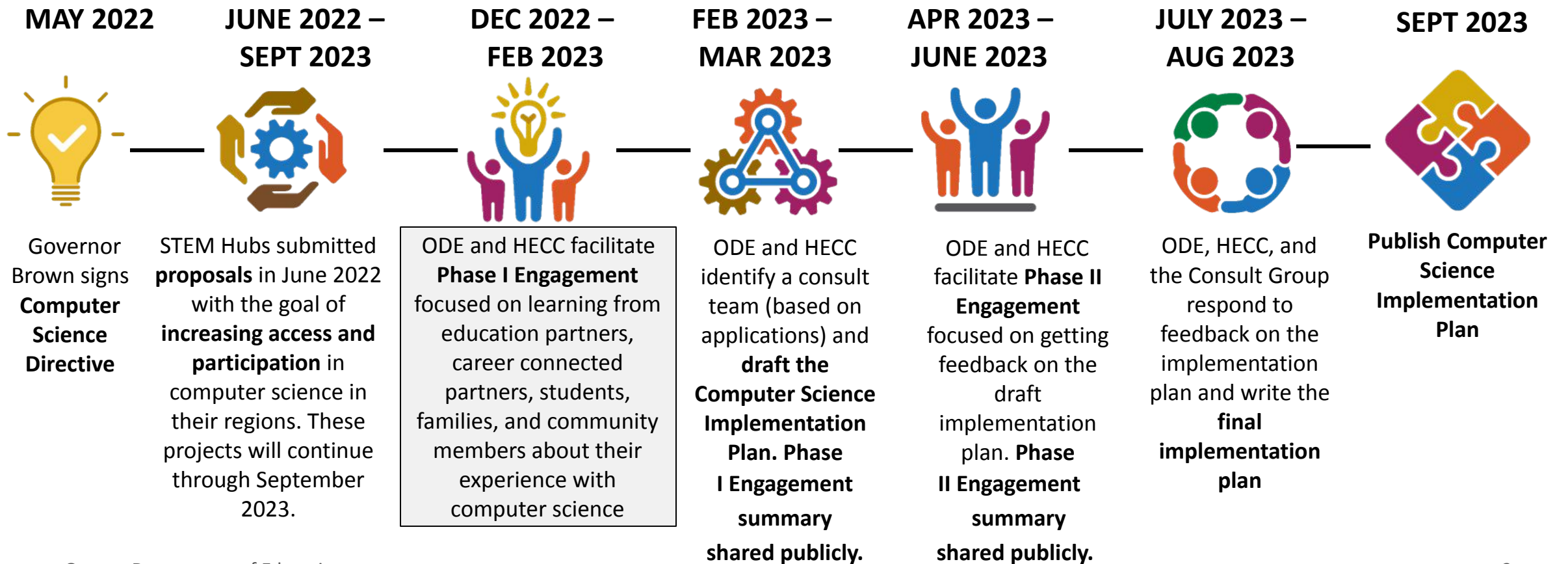
Office of Teaching, Learning, and Assessment

# Governor's Directive to ODE and HECC



- Ensure equitable access to computer science education
- Guide students from computer users to computer literate creators as informed by national frameworks and standards.
- Identify immediate, practical changes and systemic changes

# Oregon's Timeline and Commitment to Computer Science Implementation (2022-23)





# Why Computer Science?

## A National Perspective



Oregon Department of Education

- Pandemic school closures put laptops in the hands of 90% of students.
- US has 700,000 open computing jobs but only 80,000 computer science graduates.
- Remote work has expanded the opportunity for even the smallest towns to become tech hubs.

Code.org, CSTA, & ECEP Alliance (2022). 2022

State of Computer Science Education:

Understanding Our National

Imperative

# What Do Computer Scientists Do?



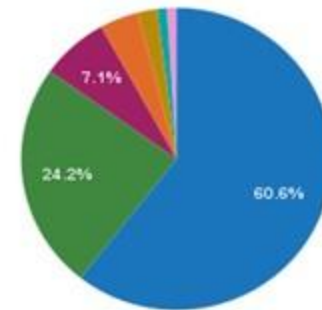
- Develop ways to keep your emails and phone calls secure.
- Develop digital tools that can be used to create realistic 3D animations and images.
- Figure out how to link computing devices so you can monitor your home from anywhere in the world.
- Make it easier for people to use computers by learning how computers and people interact.
- Use artificial intelligence to understand and process video or sound.

# Who We Serve

**560,907 Students**

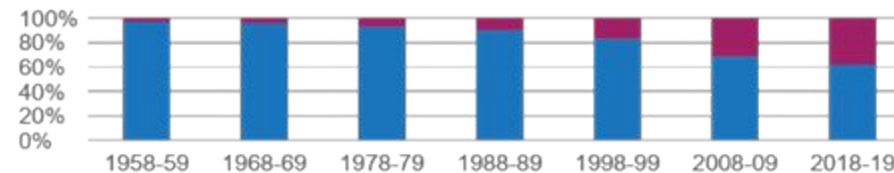
More than 200 languages spoken

- Economically Disadvantaged: 53%
- Ever English Learners: 18%
- Homeless: 3%
- Lesbian/Gay /Bisexual: 12.6%
- Mobile Students: 11%
- Students with Disabilities: 15%



- White (60%)
- Hispanic (24%)
- Multi-Racial (7%)
- Asian (4%)
- African American/Black (2%)
- American Indian/Alaska Native (1%)
- Native Hawaiian/Pacific Islander (1%)

## Rapidly Diversifying Population



White Students

Students of Color

# Foundational Computer Science Access and Participation in Oregon



Oregon Department of Education

86.6% of Oregon high school students attend a school that offers foundational computer science, but only 7.2% of students are enrolled in a computer science course.

Code.org, CSTA, & ECEP Alliance (2022). 2022  
State of Computer Science Education:  
Understanding Our National  
Imperative.

# Disparities in Computer Science Courses in Oregon



Black/African American students, Latino/a/x students, students identifying as female, students with disabilities, and multilingual learners are significantly underrepresented in computer science courses.



# Racial and Gender Disparities in AP Computer Science



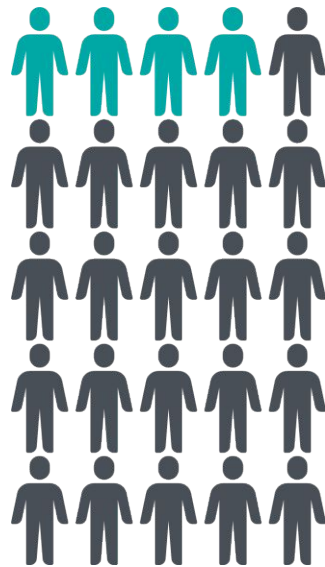
In 2019, 369 high school students took the AP Computer Science exam. Of those students:

- 17% of the students were female
- Less than 1% of students were Latina/Latino/Latinx
- No African American/Black students took the AP exam.

# Female-Identifying Student Representation in Computer Science Courses in Oregon

Male-identifying high school students are approximately 2 times more likely to be enrolled in a computer science course than female-identifying students

## Male-identifying



4 out of 25 male-identifying high school students were enrolled in a computer science course in the 2021-22 school year compared to 2 out of 25 female-identifying high school students.

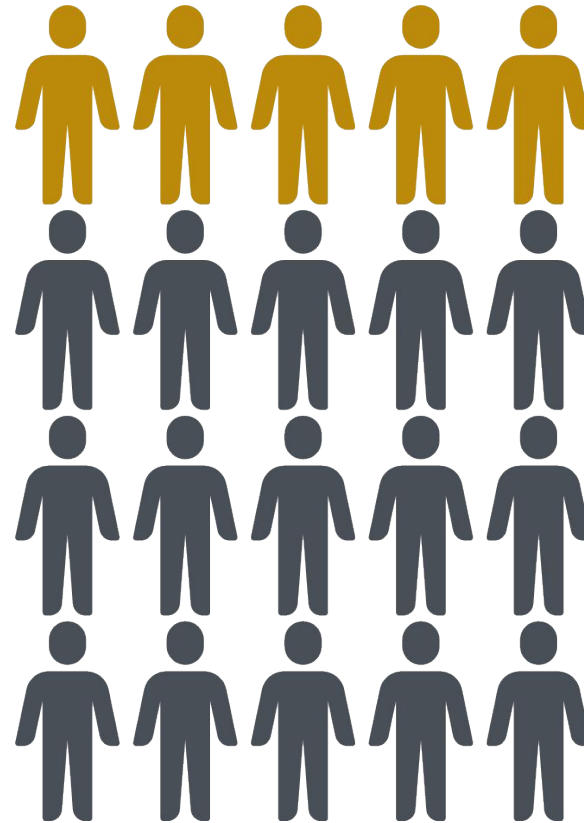
## Female-identifying





# Non-Binary Student Representation in Computer Science Courses in Oregon

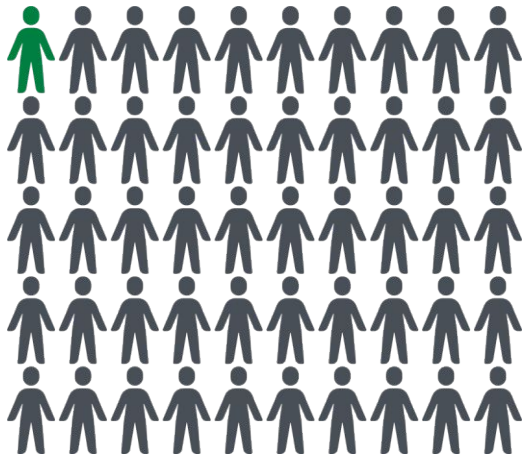
5 out of 20 non-binary high school students enrolled in a computer science course in the 2021-22 school year



# Geographical Disparities in Advanced Computer Science Courses in Oregon

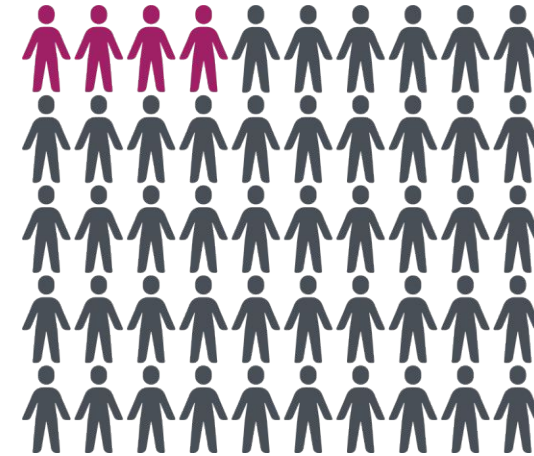
High school computer science students in **urban** areas are approximately 4 times more likely to be taking an advanced computer science course compared to high school computer science students in **rural** areas.

Rural

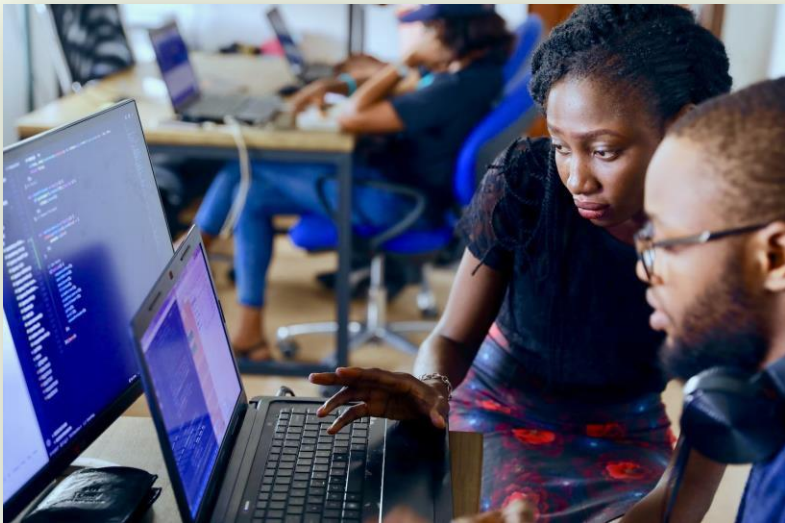


1 in 50 rural high school computer science students were enrolled in an advanced computer science course in the 2021-22 school year compared to 4 out of 50 urban high school computer science students

Urban



# Postsecondary Participation in Computer Science in Oregon



Of the 42,599-community college CTE (Career Technical Education) participants enrolled during the 2021-22 academic year, 9.5% participated in a Computer Science CTE program.

# Snapshot of Engagement Session Themes

## **Equity of Participation and Engagement:**

- Intentional structures
- Culturally responsive and inclusive curriculum

## **Statewide Standards:**

- Define computer science
- Establish rigorous K–12 computer science standards
- Expanding on student and community perspective of Computer Science is integral to this work.

## **Computer Science Teacher Workforce:**

- We need to hire and retain a diverse and qualified computer science educator workforce.

# Adding Your Voice



- What do you hope to see **continue** in schools next year to support computer science education?
- What do you hope to see **change** in schools to support access to computer science education?
- What do you see as **barriers** to participation? What do you see as the impact (short-term and long-term)?
- What do you hope that ODE/HECC considers or understands when developing the Computer Science Implementation plan?

# Other Ways to Engage: Survey and Phase II Engagement:



There are two ways in which you can continue to support the Implementation Plan.

- Take and share the [Computer Science Implementation Plan Survey](#) (Translations linked in chat.)
- Join us again during Phase II in the spring to give feedback on drafts of the plan as it is written



# Closing



- We will reach out to all of those who participated in Phase I engagement for participation in Phase II engagement in the spring.
- If you would like to receive direct notifications about upcoming Computer Science work, please join the Computer Science [listserv](#).
- You can find additional information on our [Computer Science website](#).
- If you have any questions, please reach out to the ODE Computer Science Inbox [ode.csinitiative@ode.oregon.gov](mailto:ode.csinitiative@ode.oregon.gov)
- Our gratitude for your time, voice, and input today





# Grantee Presentation

Multnomah Education Service District

# Bars to Bridges: Culturally Responsive Education Advocacy



# Agenda

- **Introductions**
- **Disrupting the School to Prison Pipeline**
- **Student Centered: The B2B Model**
- **Success Measures and Stories**
- **Q & A**



# Supporting **Black Youth** in Oregon

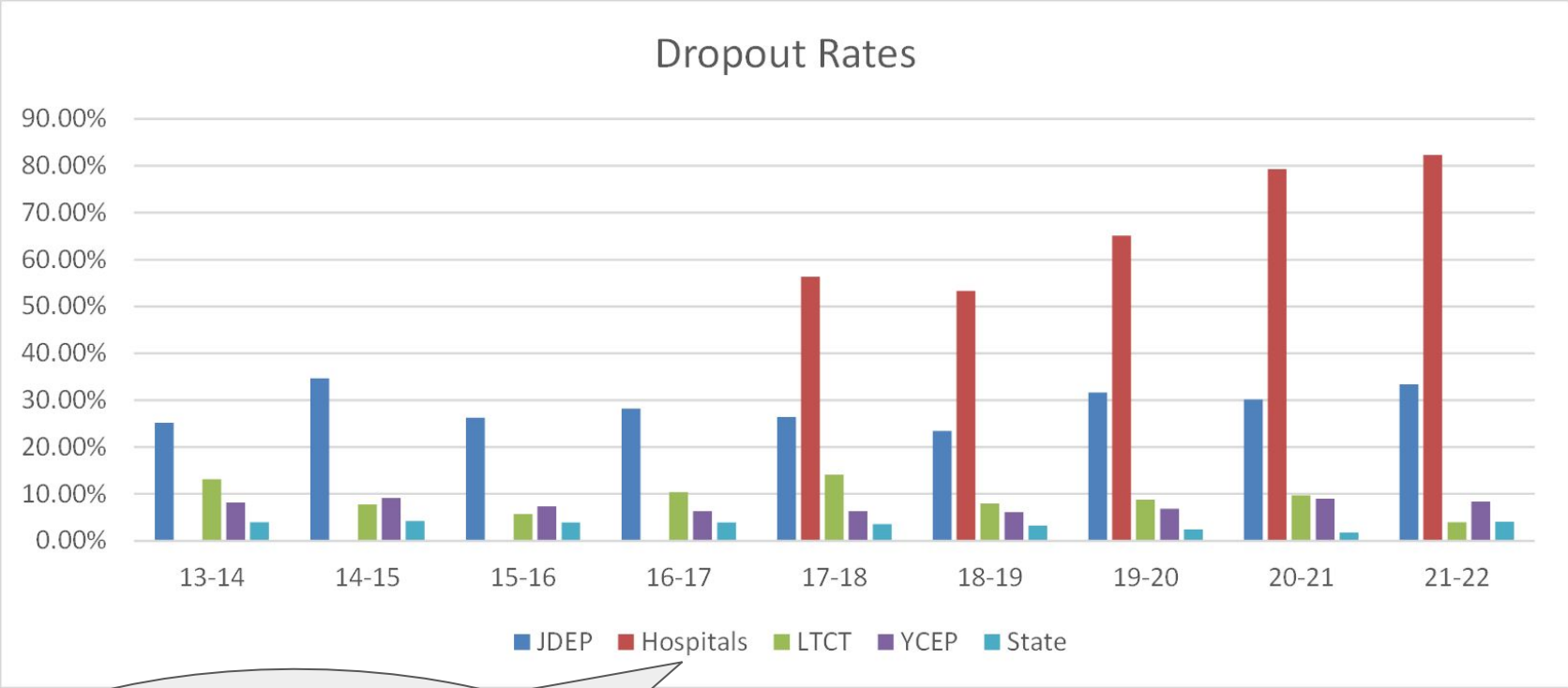


# The School to Prison Pipeline

- Bars to Bridges was created out of the need to serve youth who faced pushout of their school settings and into juvenile detention.
- Common factors impacting students:
  - Learning Disabilities/IEPs & 504s
  - Poverty
  - Abuse & Neglect
  - Community Violence



# Youth in Detention



Over 30% of youth at JDEP sites identify as Black.



# Youth in Detention

- 50% of youth in detention were not attending school before arriving in detention
- Graduation rates for youth who have been in a detention center, regardless of the length of stay, is substantially lower rates than their peers across the state.





# Justice Involved Youth

- Community Justice / Juvenile Courts (11 -18)
  - Direct connection 8 counties
- Juvenile Detention (13 - 18)
  - MESD serves youth in 3 locations/14 counties
- Youth Corrections (13 - 24)
  - MESD serves 3 locations statewide
- Jails (18 +)
  - MESD serves 2+ locations



# Student Centered Approach: **The B2B Model**

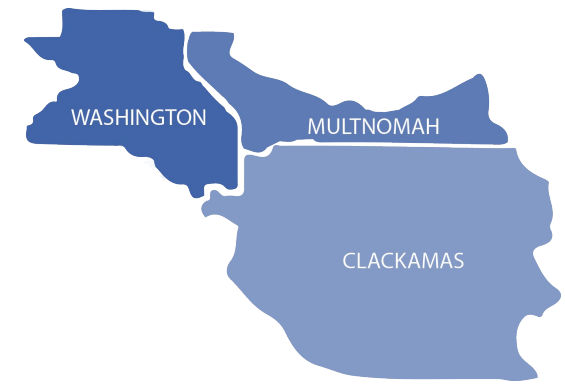


# Bars to Bridges Project (B2B)

- Serving youth since 2016 through HB2016
- **Our Mission:** We support positive educational transitions and outcomes for Black/AA justice-involved youth and their families. We advocate for equitable educational and cultural experiences through outreach with community partners and share resources on culturally relevant interagency practices.
- Our primary location is inside Donald E. Long Juvenile Detention Center in Portland.



# The Implementation of **B2B**



- Donald E. Long Detention Center in Portland, OR serves the 3 county metro area.
- Students reported not knowing where to start to re-enroll post detention.
- Demographics:
  - 38% White
  - **31% Black/African American**
  - 22% Hispanic
  - 3% American Indian/Alaskan Native
  - 3% Native Hawaiian/Pacific Islander
  - 2% Biracial
  - 1% Asian.



# Goals of **B2B**

- **Original** goals of the grant were to:
  - Reduce the number of days African American, Black, Biracial and Multiracial students are unenrolled from their **home and neighborhood school**.
  - (Re)enroll youth within **72 hours** of leaving detention/incarceration.
  - Increase student engagement in prosocial after school activities.
  - Reduce recidivism rates.



# Current Goals of **B2B**

- Reduce the number of discipline incidents and interrupting the school-to-prison pipeline.
- Increasing academic achievement through culturally responsive and trauma informed practices and relationships.
- Increase attendance and reduce absenteeism rates for Black/AA students.
- Increase graduation rates for Black/AA students
- Increase the post-secondary enrollment rates of high school graduates and GED completers.

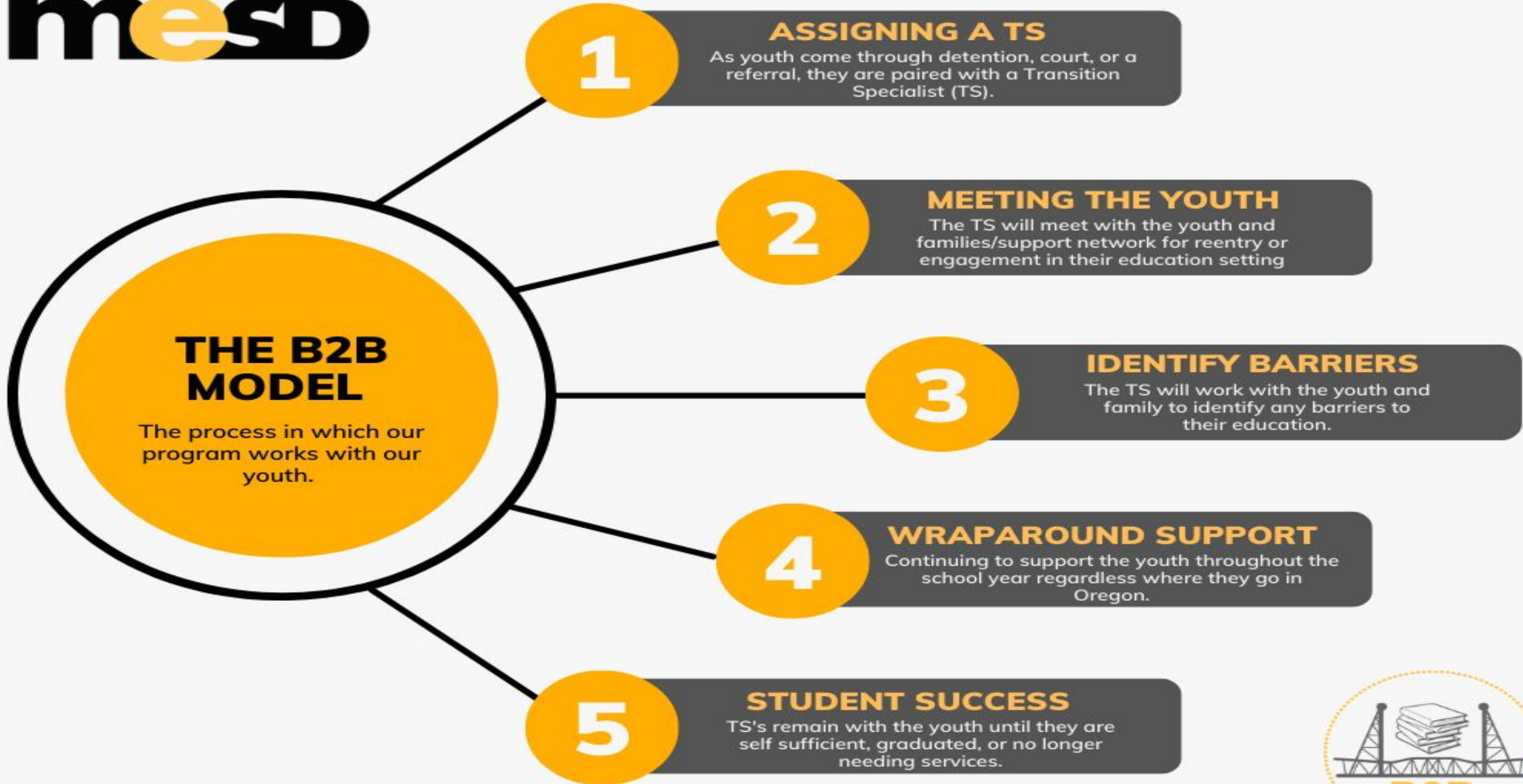


# Who Qualifies?

- Any justice-involved youth age 11-25
  - Detention or Incarceration
  - Court Intervention
  - Referral
- Resides in the State of Oregon
- Voluntary
- Black heritage students +
- Grant based requirements







# What is a **Transition Specialist (TS)**?

- Culturally responsive and trauma informed professionals.
- Build constructive relationships with youth and support networks among clients and their families.
- Serve as a liaison between service providers and the youth, mainly in the educational setting.
- Connect students to community support services, mentoring, educational tutoring, wraparound resources, and transportation.
- Helping families and siblings of youth.



# BARS TO BRIDGES TEAM



**Christine Otto**  
Project Director



**Micaella Flores**  
Senior Transition Specialist



**Charles Deyoe**  
Transition Specialist



**Carly Gustafson**  
Transition Specialist



**Tony Moxley**  
Transition Specialist



**Nate Israel**  
Transition Specialist



**Sidonia Simpson**  
Court Intervention/Referral Lead  
Senior ECB Specialist



**Hannah Haugen**  
Community Partnerships |  
Baker Transition Specialist



**TBA**  
Transition Specialist





*"I have worked closely with staff from the Bars to Bridges program and cannot thank them enough for the support they have provided my clients; transition workers have gone above and beyond with more than providing educational services, they have also been closely involved as an additional prosocial support for youth to engage with."*

**OREGON YOUTH AUTHORITY JUVENILE  
PROBATION AND PAROLE OFFICER**

# Common **Barriers**

- Educational disruptions
- Lack of credits
- Navigating education system
- Juvenile justice system
- Mental health
- Family dynamics
- Crossover youth
- Lack of Transportation
- Community Violence



# Reducing **Barriers**

Assistance needed for successful reentry:

- Location of school records (**transcripts and IEP**)
- Identification and important documents if needed (e.g., state ID, social security card, )
- Transportation
- Food and Clothing
- Library Card
- School Supplies
- Technology Assistance
- Employment



# Reducing **Barriers**

- TSs dismantle barriers to school engagement and reentry by:
  - Attending Individualized Education Program (IEP) meetings
  - Partnering with school personnel i.e. teachers, counselors, vice principals, dean of students, etc.
  - Attending disciplinary meetings/hearings
  - Providing resources such as tutoring, school supplies, and items for after school activities

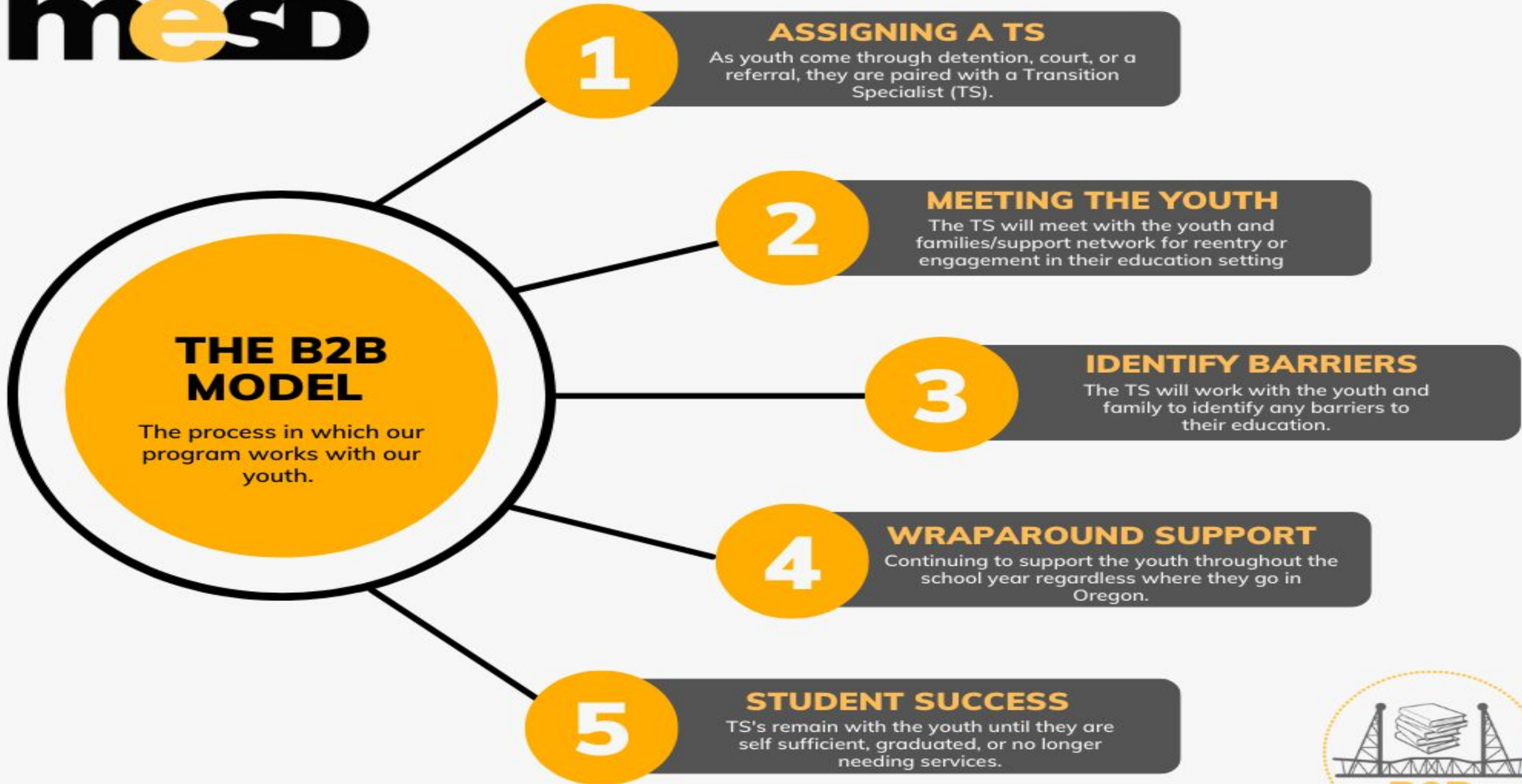




# Case Management

- Tier system for individualized case management and tracking
- Build relationship early with youth while in detention
- Relationship building with stakeholders:
  - School Districts
  - Court
  - State parole and probation officers/juvenile court counselors
  - Community based organizations
- Identify needs of student and navigate education system with youth and their families.
- Advocacy





# Youth Referral Pathways

- Expands the net for finding eligible youth through external sources including JCCs and court dockets.
- Offers a more complete picture of the youth's needs and the various factors that are preventing youth from pursuing educational goals
- Provides a venue for connections with both family and judges about our program services and how to best support youth



# Community Partnership

- Nonprofits and other organizations to build our support network including
  - POIC
  - Pathfinder Network
- School Districts
- County Agencies
- Creating opportunities for business partnerships
  - Black Wagon
  - Phil's Meat Market
  - Barbers
  - REI and Columbia
  - Thorns and Timbers Tickets
  - Blazers Edge



*"All kids could benefit, a lot of us need help and y'all show up ready to help. You should change the job description because y'all are more than education. You give kids hope, to do something bigger and better. Every kid needs that."*

***BARS TO BRIDGES STUDENT***



# Success **Measures and Stories**



# B2B Successes

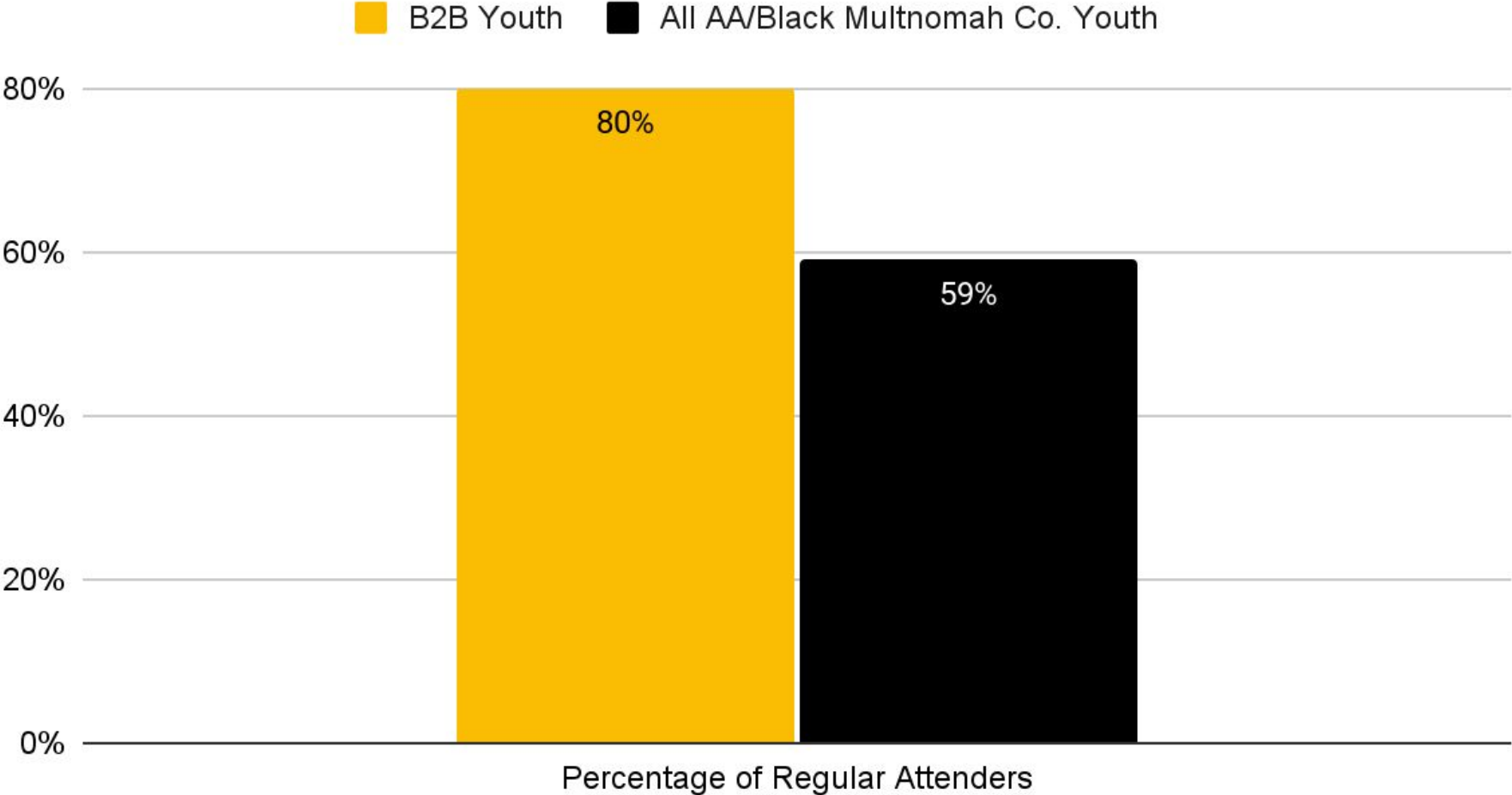
- B2B has served over 900 youth and their families.
- In the 19-20 SY, 50% of B2B youth received a diploma and 16% received a GED.
- In the 19-20 SY, 80% of B2B were regularly attending school; the statewide average is 73% in comparison.



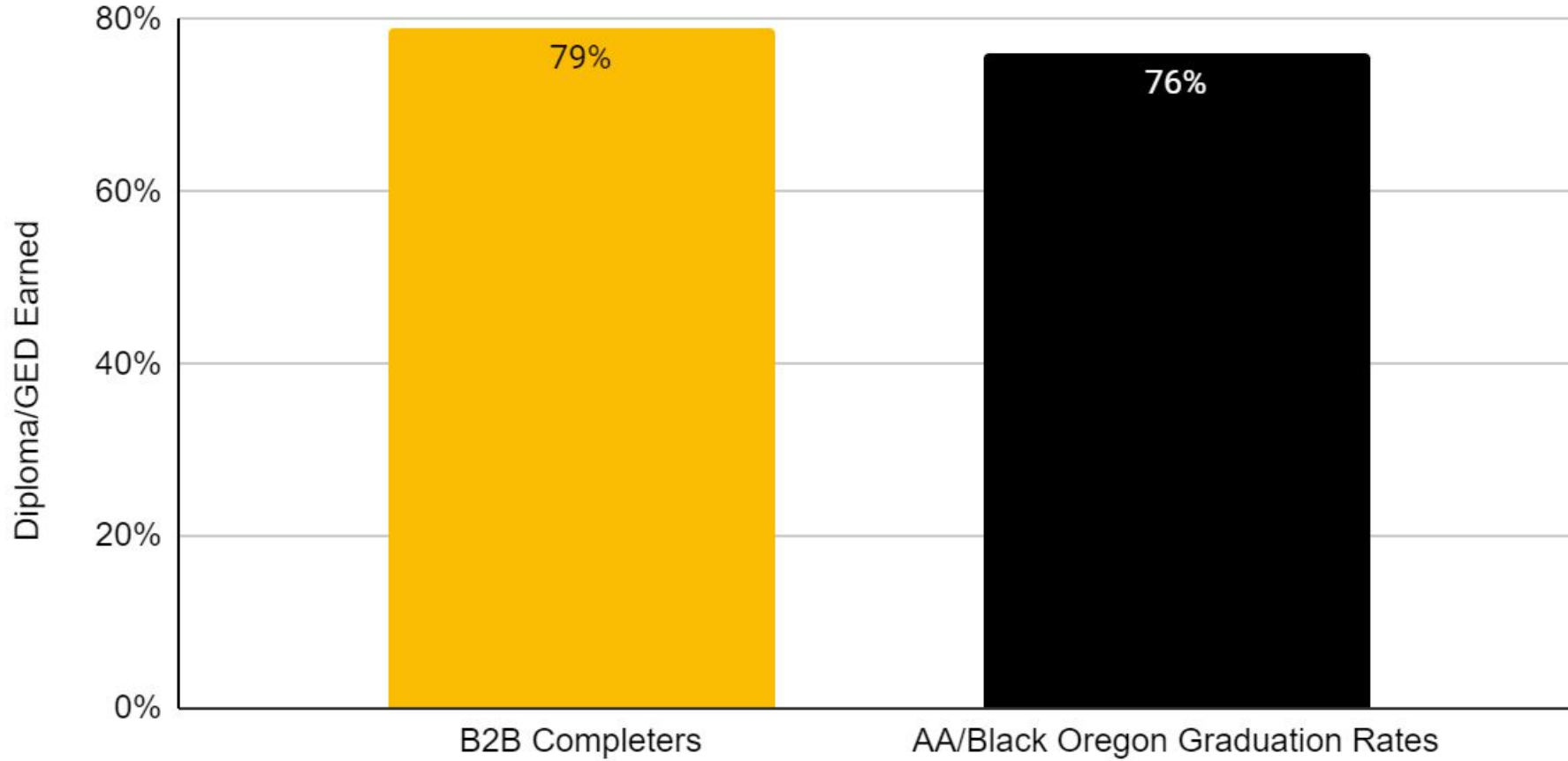


# Oregon Public School Data: Attendance

## 2021 B2B Youth Attendance Rates



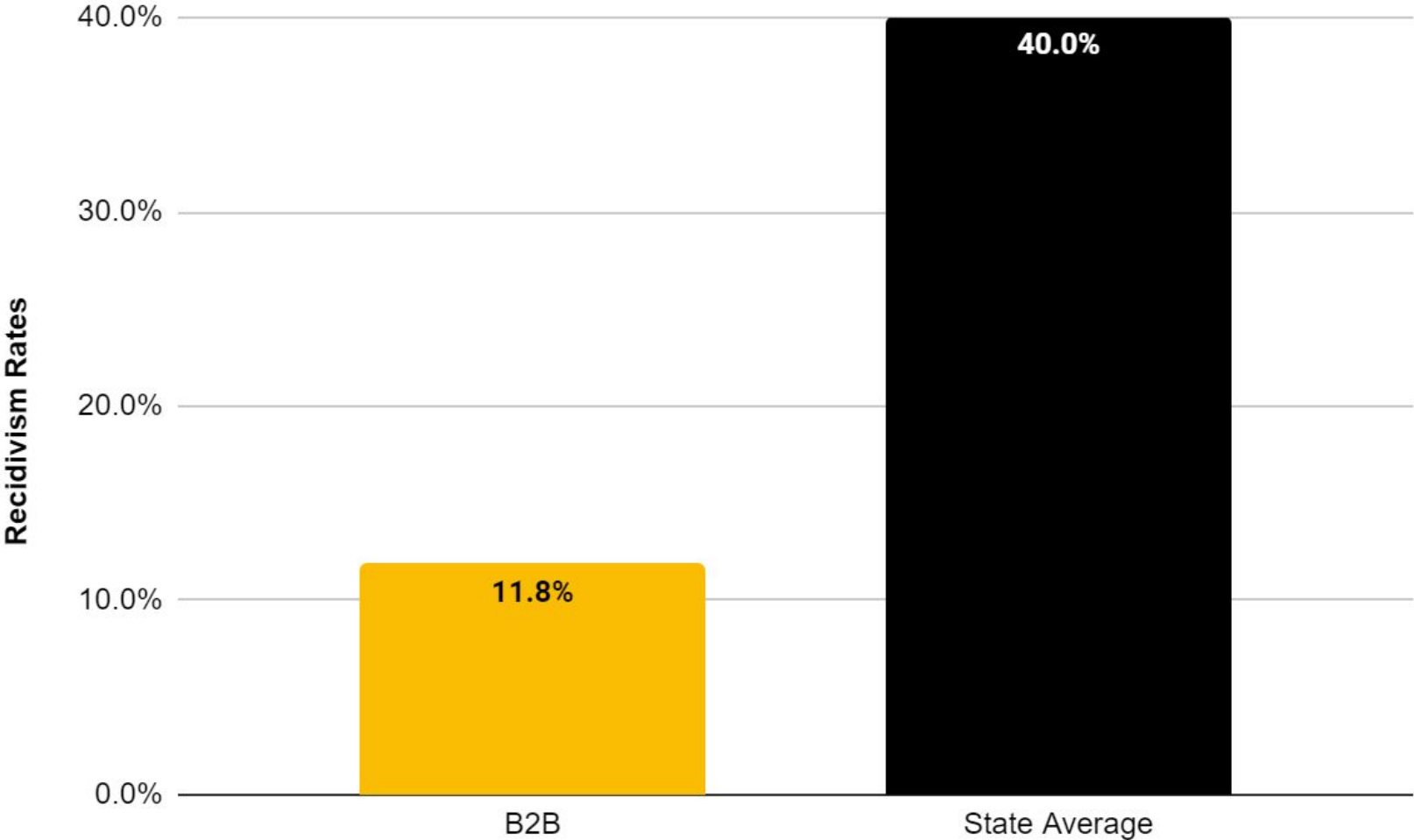
# Diploma/GED Completion Rates

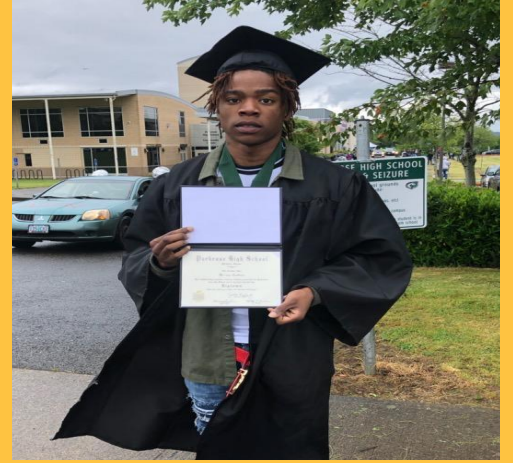


June 2020



# Recidivism Rates







# Supporting Youth and Families



**FOOD! GIFTS! FUN!**



**YOUR SUCCESS MATTERS! JOIN THE B2B SUMMER CELEBRATION**

OAKS AMUSEMENT PARK  
7805 SE OAKS PARK WAY, PORTLAND 97202

**WEDNESDAY, JUNE 19**  
**12 P.M. TO 3 P.M.**

RIDE WRISTBANDS PROVIDED



Thank you for all your help with my son I really appreciate you

Hi [redacted] i want to tell u thank u for the help u have given my family

**Moms of B2B youth**

PLEASE JOIN US FOR A

*Winter Celebration*

FROM 3-6PM

TUESDAY **20** DECEMBER

DAVE AND BUSTERS, 1860 SE 82ND AVE  
#4020, HAPPY VALLEY, OR 97086

FAMILIES WELCOME! SIBLINGS UNDER 12, PLEASE HAVE A GUARDIAN FOR SUPERVISION

RSVP W/ YOUR TRANSITION SPECIALIST

*"[They're] kind of like this angel on my shoulder that tells me to keep pushing. I remember [they'd] show up to my basketball games and how much that meant to have a support. Or when I got in trouble at school, they didn't just get mad at me. They told me I could do better. They push me to do something more."*

***BARS TO BRIDGES STUDENT***

# Independent Research Findings

Focus groups conducted by RMC Research in 2019 reported that B2B Transition Specialists:

- Motivated youth to want to go back to school.
- Informed students and their families about options and helped them choose a reentry setting: neighborhood school, GED, alternative school, etc.
- Helped students and their families complete re-enrollment paperwork.
- Advocated for students at schools, where students often feel the schools do not want them back.

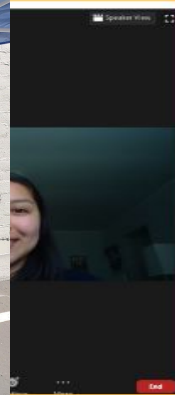
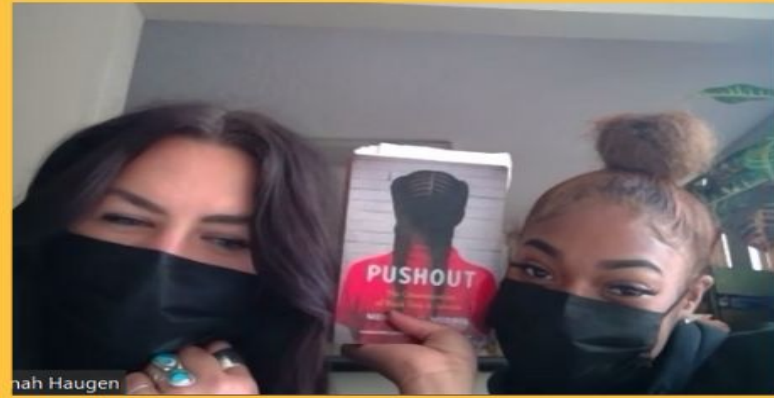




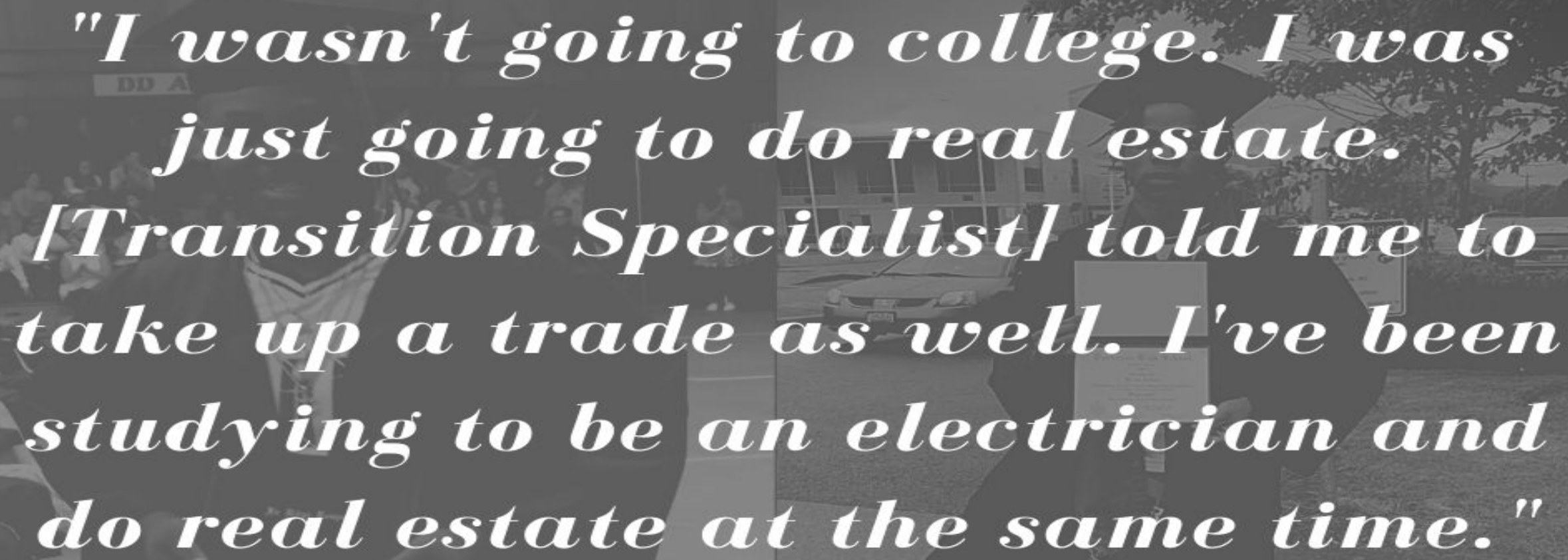
*"My relationship with B2B has been amazing to say the least. Without them, some of the issues that we encounter would not have been resolved and therefore different outcomes for many youth would have been detrimental. We have been able to see a reduction in recidivism, school dropouts, and increased job opportunities due to the services provided by this program."*

**JUVENILE JUSTICE COUNSELOR**









*"I wasn't going to college. I was just going to do real estate. [Transition Specialist] told me to take up a trade as well. I've been studying to be an electrician and do real estate at the same time."*

***BARS TO BRIDGES STUDENT***

# B2B Currently: Students

- 2 B2B youth were national winners of The Breakfree nationwide competition, which challenged youth to design housing solutions for the homeless.



- Youth Participatory Action Research (YPAR)



# B2B Currently: Professional Support

- Approximately 2,400 educators and community professionals have attended our trainings.

Topics include:

- Breaking the School to Prison Pipeline
- Culturally Specific **Grief** Response
- Violence Prevention and Verbal De-escalation
- Culturally Responsive Pedagogy
- Combatting Anti-Blackness with Anti-racist Practices



# Lessons Learned

- The importance of quality Transition Specialists
- Culturally responsive community providers
- Providing PD to Oregon educators and administrators to help make systemic changes
- Community partnerships and resources
- Finding the best fit for school
- Meeting youth where they are at, not what's expected of them
- Consistency, consistency, consistency
- Celebrate the youth!





# East County Bridges



## Ready for a fresh start?

Are you living in Multnomah County and ready to get your diploma or GED?

Speak with us today to get connected to school or other educational opportunities.  
**No judgement. Just support.**



## Let's connect & move forward!

➤ [www.eastcountybridges.org](http://www.eastcountybridges.org)

📷 [eastcountybridges](https://www.instagram.com/eastcountybridges)

✉ [EastCountyBridges@mesd.k12.or.us](mailto:EastCountyBridges@mesd.k12.or.us)



eastcountybridges



9  
Posts

82  
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133  
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### East County Bridges

Education

Inspiring & empowering youth to be the drivers of their education. Get in touch for (re)connection!

📍 East Mult. County

🍏 A program of [@multnomahesd](https://www.instagram.com/multnomahesd)  
[eastcountybridges.org](http://eastcountybridges.org)

Following ▾

Message

Contact



Contact Us!



Resources



Community



School Info





# Thank you!



[barstobridges.com](https://barstobridges.com)





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# Community Announcements & Updates