African American/Black Student Success Advisory Group

June 8, 2022

Agenda

- Gavel In, Welcome, Roll Call
- OEDI Assistant Superintendent & Director Welcome and Updates
- New Grantee Presentation - *Center of African Immigration & Refugees (CAIRO)*
- New Grantee Presentation - *Coalition of Black Men (COBM)*
- Break
- For the Good of the Order
- AABSS Plan Update Draft 1
- Community Announcements & Updates
- Adjourn

OEDI Assistant Superintendent & Director Welcome & Updates

Deborah Lange, OEDI Assistant Superintendent

Laura Lien, OEDI Director

Center of African Immigration & Refugees

HISTORY & TIMELINE

Late 2014, community discussions around achievement gaps and school success barriers for African children and youth in Portland Public schools, especially for Somali students. Collaborative Design team by PPS's Multilingual Services Department

BEGINNINGS

Early 2015, the convening of Advisory committee and the formation of Somali Education Task Force (SETF). Further research into the academic disparities, surveys with students, parents and teachers

CONCEPT

Early 2016 (Jan-March), the *Bridging the Gap: The status of Portland's Somali students and a path for progress in Portland's failing class* report was published and widely disseminated. CAIRO was officially incorporated as the Center for African Immigrants and Refugees of Oregon.

DESIGN

CAIRO Academy was launched in Fall 2016 to close early childhood education gaps for African families in Multnomah County. The SPACE Program was also launched at the same time with PPS as the first school district

PROGRAMS/SERVICES

Early 2019, name was changed to the Center for African Immigrants and Refugees Organization (CAIRO). CAIRO Minnesota was launched.

EXPANSION
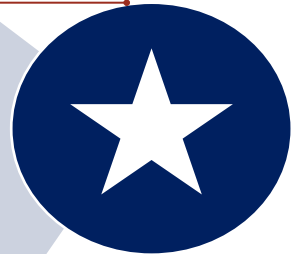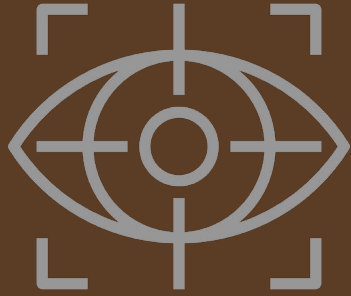
Vision

We envision a more just and equitable society in which children, youth, and families live in sustained, supportive communities, which reinforce the cultural wealth and lived experience of the family.

Mission

We advocate for and act to increase equity and social justice through programs, services, community organizing and collaborative leadership that create equitable opportunities for African refugees and immigrant children, youth and families to thrive.

Values

Community Driven

We encourage community inputs and participation. Our Services are advocate for and act to increase equity and social justice through programs, services, community organizing and collaborative leadership that create equitable opportunities for African refugees and immigrant children, youth and families to thrive. e informed by and with the voice of the community in mind. We will be flexible with our delivery and responsive to our changing community demands and issues.

Social Sustainability

We strive to ensure that our systems, structures; and those of partnerships actively support the capacity of communities to be their own advocates. Our approach is best captured by a quote from César Chávez: "Once social change begins, it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. And you cannot oppress the people who are not afraid anymore."

Cultural Wealth, Diversity & Inclusion

We have a grounded confidence in our ability to inform through our cultural wealth and lived experiences. We promote the preservation of our own cultural identity cognizant of the diversity in the society within which we operate and live in. We treat each other fairly. We listen to and act on the opinions of others.

Unbreakable Resilience

We believe in our community's ability to withstand and recover from past adverse experiences. We draw upon our individual, and collective competencies to cope with, adapt to, and develop from the demands, challenges and changes encountered in our past and current lives.

Collective Responsibility

We believe that the CAIRO causes and the issues we address should be held by the whole, not just our staff or community members. Our advocacy and service delivery is firmly rooted in our belief that it takes a village to raise the child.

Principles

Culturally Informed services and staff members who reflect the community served, with lived experiences of the issues CAIRO seeks to address..

Data-Driven service advocacy, program designs and decisions through community based Participatory Action Research (PAR), community assessments and leadership council.

2Gen approach to program delivery that ensures engagement and capacity building for members of the community.

A Growth Mindset through the application of steady and strong **cultural wealth model**:

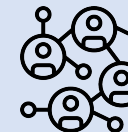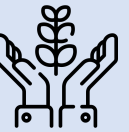| **Resistant**	**Linguistic**	**Navigational**	**Social**	**Familial**	**Aspirational**
Challenge inequity and / or subordination	Communicate through different languages or styles	Manoeuvre social institutions	Social networks and/or community resources.	cultural and/or family knowledge and histories	aspiration and/or hope despite challenges.

HEALTH AND WELLNESS PROJECT

▪Provide culturally responsive school social work services that address the psychosocial and psychoeducational needs of African school-age children, inclusive of Special Education and their families, to directly address academic performance and achievement. Provide systems-based social work involving the student, the family, and the school personnel to identify needs, and establish an intervention plan.

SPACE PROGRAM

School Leadership Expectations:

- Investment in relationships

- Students and Parents Engaged in Community Contexts

- Critical Self-Awareness/Critical Consciousness

- Culturally Responsive Curricula and Teacher Preparation

- Culturally Responsive and Inclusive School climate

SPACE Agents: School Partnerships

- Integrated into School Operations.

- Provide Cultural Representation.

- Strength- Based Perspective Towards Students, Families, and Colleagues.

- Bridge Builders Between School, Families, and Community.

- Adaptable and Flexible.

- Serve as Resource towards Culturally Specific Needs and Practices.

SPACE PROGRAM ACHIEVEMENTS

Summer Programs

- Organized trips
- Enrichment activities

In-school

- Mentoring
- Tutoring
- Extended distance learning
- Families access to critical information
- Collaborative team work to determine which students needs support.

SPACE AGENT DUTIES

Academic Engagements

- Supporting academic assessment and success, as well as supporting understanding of U.S culture, school expectations and integration.

- We are available on site, to provide on-site mentorship, while also remaining aware of, and available for emerging needs of all African immigrant students.

- We track academic progress and concerns, and communicate with families about school expectations.

- We attend school meetings with identified youth and families (as appropriate) and provide culturally responsive consultation for teachers.

- Advocate for students and work to decrease absenteeism and expulsion rates.

- We assist identified African immigrant youth and families as they navigate disability resources and Individual Education Plans (IEP's).

- CAIRO staff are committed to increasing understanding of the culture and experience of African immigrants through consultation and training.

- Increase literacy and numeracy outcome

Community Based Support and Parent Engagement:

- **CAIRO staff refer students/families to appropriate community supports and services.**

- **We support two-way, home/school communication increasing mutual understanding of the U.S. educational expectations, as well as African immigrant cultural strength and experience.**

- **We facilitate parent engagement by organizing parent meetings, community gatherings and information sessions.**

- **We have also presented workshops and/or learning opportunities on culturally-relevant teaching and engagement with the African immigrants and refugee families to the school staff.**

IMPACT

- Improved school attendance
- Improved grades
- Decreased discipline
- Students and families feel they belong and have a voice
- Reorient students toward success and expressing their needs and concerns in ways that school staff and teachers will listen to and respect
- Parents are engaged and empowered to share their concerns and their cultural perspectives
- Improved health and wellness outcomes
- Improved capacity of teachers to understand their African students, engaging them in academic success and as active members in the school community

VIDEO

- https://vimeo.com/717381064/97d27f5801

OREGON R.I.S.E

- Our Social entrepreneurship is a cohort based program that aims at providing entrepreneurial and personal financial management skills to our students while mentoring them on their social engagement efforts.

- Focused on serving African Immigrant and refugee youths, aged between 14-24, in East Multnomah and Washington Counties.

- Engage youth in social and entrepreneurism mind set.

- Prepares students to solve social issues and inspire change as leaders in a wide variety of entrepreneurial, organizational, and business settings. It's Designed as a program that equips students with the critical knowledge, skills, and resources to lead and affect change in their organizations, local communities, and across the State.

PROGRAM GOALS

EXAMPLE

EXAMPLE OF FUTURE PROGRAM

- Business plan writing
- Resume writing
- Summer field trips

EXAMPLE OF PAST PROGRAM

Financial Biggening

STEAM – SCIENCE, TECHNOLOGY, ENGINEERING, ART, MATHEMATICS

PROGRAM GOALS

- Strengthen our students' confidence and achievement in STEAM subjects

- Help our students see legitimate career opportunities for them in STEAM fields

- Activity focus areas:

- Computer literacy

- Outdoors science and access

EXAMPLES OF PAST PROGRAMMING

OMSI

I'm Hooked at Henry Hagg

Extracurricular activity collection

EXAMPLES OF PLANNED PROGRAMMING

Digital Literacy
Classes

YMCA Sports
Science Classes

Local nature
space field trips

K-12 SOCIAL SUPPORT SPECIALIST IN BEAVERTON DISTRICT: -AYAN

▪Roles and duties:

- Serve as a liaison between assigned school district and community agencies to provide appropriate referrals for students and families in need.
- Use a trauma-informed approach to understand and assess refugee students and their families to help them with:
  - *Self-awareness through cultural responsiveness.*
  - *The creation of therapeutic intervention at the school district level to better serve diverse refugee students.*
  - Assessment of factors that impact students' performances and relations with their communities.
  - The provision of evaluation and result-based outcomes of students' educational performance, self-awareness, and interactions with their communities at large.
  - Access to advocacy and voice at the systemic level.

K-12 SOCIAL SUPPORT SPECIALIST CONT.

- Provide school-based interventions, including but not limited to:
  - *Crisis intervention.*
  - Individual and group counseling.
  - Home visits.
  - *Case management for "at-risk" students.*
  - Collaborate with school-based staff and administrators.
  - Participation in Student Success Team and Individual Education Plan meetings as needed and assist in the development of intervention plans in which school social work services are appropriate.
  - *Serve as a liaison and advocate for students and parents.*
  - Provide and/or facilitate classroom presentations.
  - Provide and/or coordinate in-services and staff development in areas of expertise.

Coalition of Black Men

COBM
Coalition of Black Men

- **Organization**
  - Jesse Rogers, President
  - John Wolfe, Mentoring Chair
  - Mims Rouse, Executive Director
- **Coalition of Black Men**
  - History - 1988
- **Mission**
  - 4 Initiatives
- **Schools**
  - Harriet Tubman Middle School
  - Ockley Green Middle School
  - Astor School

Program Video

WELCOME

John
WOLFE

His belief in moving humanity to greater inclusion, acceptance and tolerance of difference is critical to doing 'the work' as a change agent.

Chair
YOUTH MENTORING

Degree: MSW

Experience:
Licensed Clinical Social Worker
Founder: Youth Empwmnt. Proj.
Social Justice
Anti-Oppression Practice
Case Management
Clinical Supervision

Positions Held
Program Manager, Social Worker,
Child Protective Services Worker,
Statewide Manager,
and Family Therapist

Clients Served:
IRCO, PPS, Impact Northwest,
Catholic Family Services, Portland
Police Department, State of
Oregon,
Department of Human Services,
City of Portland,
Multnomah County, others.

Author & Poet

OUR **STAFF**

Mims
ROUSE II

Executive
Director

Lorenzo
LOWE III

Program
Manager

Ricky
SOTO

Program
Coordinator

Program Elements

Committed Activities

- Group Mentoring | 3 Schools, expanding to 4th School in FY2023
- 1:1 Mentoring
- Family Engagement
- Partnering with Site Councils and PTAs
- Guest Speakers (In-session & Community)
- RESJ Quarterly Meeting (PPS)
- Computers & Internet Access for the Family

Enhancements

- An additional day of study group
- Field Trips
- In-Session Writing Sessions
- Summer Writing Workshop
- Overnight University Visits

DREAM BIGGER
Vision Board Competition

EDUCATION ENVIRONMENT
- Classroom
  - High School
  - Post-Secondary
    - College/University/Technical/Military
    - Graduate School
      - MBA/Law/Medical
  - Job Corps
- Laboratory
- Field Study
- Study Abroad
- Internships & Co-op

CAREER ENVIRONMENT
- Business
  - Executive/Manager/Professional
  - Boardroom/Office/Cubicle
- Courtroom
- Operating room
- Crime scene
- Laboratory: Electronic, Chemical, etc.
- Forest
- Autoshop
- Research vessels (boat)
- War zones
- Conference room
- Barber shop
- Computer bank

LIFESTYLE
- Home(s)
  - City/Country
- Vacation
  - Safari
  - Serve as a missionary
- Family
- Cars
- Retirement & Savings
  - Budgeting

Five Elements of a Society

Population – Collection of individuals retaining unique experiences and identities
Culture – Group identity
Social Organizations – An evolving network of relationships, accomplishing select group goals based on group identity
Social Institutions – A collective knowledge pertaining to an organization; serves to educate, train, enforce
Material Products - the physical objects, resources, and spaces that people use to define their Culture, Organization, Institution or Society

Kentucky Career Clusters

Learning that works for Kentucky
CTE

Career Clusters provide a way for schools to organize instruction and student experiences around 16 broad categories that encompass virtually all occupations from entry through professional levels.

16

Agriculture, Food & Natural Resources
The production, processing, marketing, distribution, financing, and development of agricultural commodities and resources including food, fiber, wood products, natural resources, horticulture, and other plant and animal products/resources.

Arts, A/V Technology & Communications
Designing, producing, exhibiting, performing, writing, and publishing multimedia content including visual and performing arts and design, journalism, and entertainment services.

Architecture & Construction
Careers in designing, planning, managing, building and maintaining the built environment.

Business Management & Administration
Careers in planning, organizing, directing and evaluating business functions essential to efficient and productive business operations.

Education & Training
Planning, managing and providing education and training services, and related learning support services such as administration, teaching/training, administrative support, and professional support services.

Finance
Planning and related services for financial and investment planning, banking, insurance, and business financial management.

Government & Public Administration
Planning and executing government functions at the local, state and federal levels, including governance, national security, foreign service, planning, revenue and taxation, and regulations.

Health Science
Planning, managing, and providing therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Hospitality & Tourism
Preparing individuals for employment in career pathways that relate to families and human needs such as restaurant and food/beverage services, lodging, travel and tourism, recreation, amusement and attractions.

Human Services
Preparing individuals for employment in career pathways that relate to families and human needs such as counseling and mental health services, family and community services, personal care, and consumer services.

Information Technology
Building linkages in IT occupations for entry level, technical, and professional careers related to the design, development, support and management of hardware, software, multimedia and systems integration services.

Law, Public Safety, Corrections & Security
Planning, managing, and providing legal, public safety, protective services and homeland security, including professional and technical support services.

Manufacturing
Planning, managing and performing the processing of materials into intermediate or final products and related professional and technical support activities such as production planning and control, maintenance and manufacturing/process engineering.

Marketing
Planning, managing, and performing marketing activities to reach organizational objectives such as brand management, professional sales, merchandising, marketing communications and market research.

Science, Technology, Engineering & Mathematics
Planning, managing, and providing scientific research and professional and technical services (e.g., physical science, social science, engineering) including laboratory and testing services, and research and development services.

Transportation, Distribution & Logistics
The planning, management, and movement of people, materials, and goods by road, pipeline, air, rail and water and related professional and technical support services such as transportation infrastructure planning and management, logistics services, mobile equipment and facility maintenance.

Kentucky

EVERY CHILD

12 AREAS OF FOCUS

1. Why I Attend School
2. Exploring High School & Beyond
3. Recognizing Career Options
4. Trailblazing Your Career Path
5. Charting Your Legacy
6. Creating Community

7. Building Your Brand
8. Mind on My Money
9. Dollars & Sense
10. Defining & Developing Masculinity
11. Do the Write Thing
12. Gracious Professionalism

WHAT WE DO & WHEN

Group Mentor Sessions

Curriculum based meetings with discussion topics, guest speaker

Astor
Tuesdays - 1:00 - 2:30pm

Ockley Green
Wednesdays - 11:25am - 12:10pm

Harriet Tubman
Thursdays - 11:51am - 1:12pm

Student-Mentor Sessions

These 1-on-1 sessions pair a student with a mentor to assess and address needs and set goals.

Family engagement…

Field trips…

Family laptop computers & internet service…

Parent Engagement

Our mentor-student-parent relationship is paramount to the success of our program and creating a clear and healthy line of communication that helps us support students in our program and our alumni.
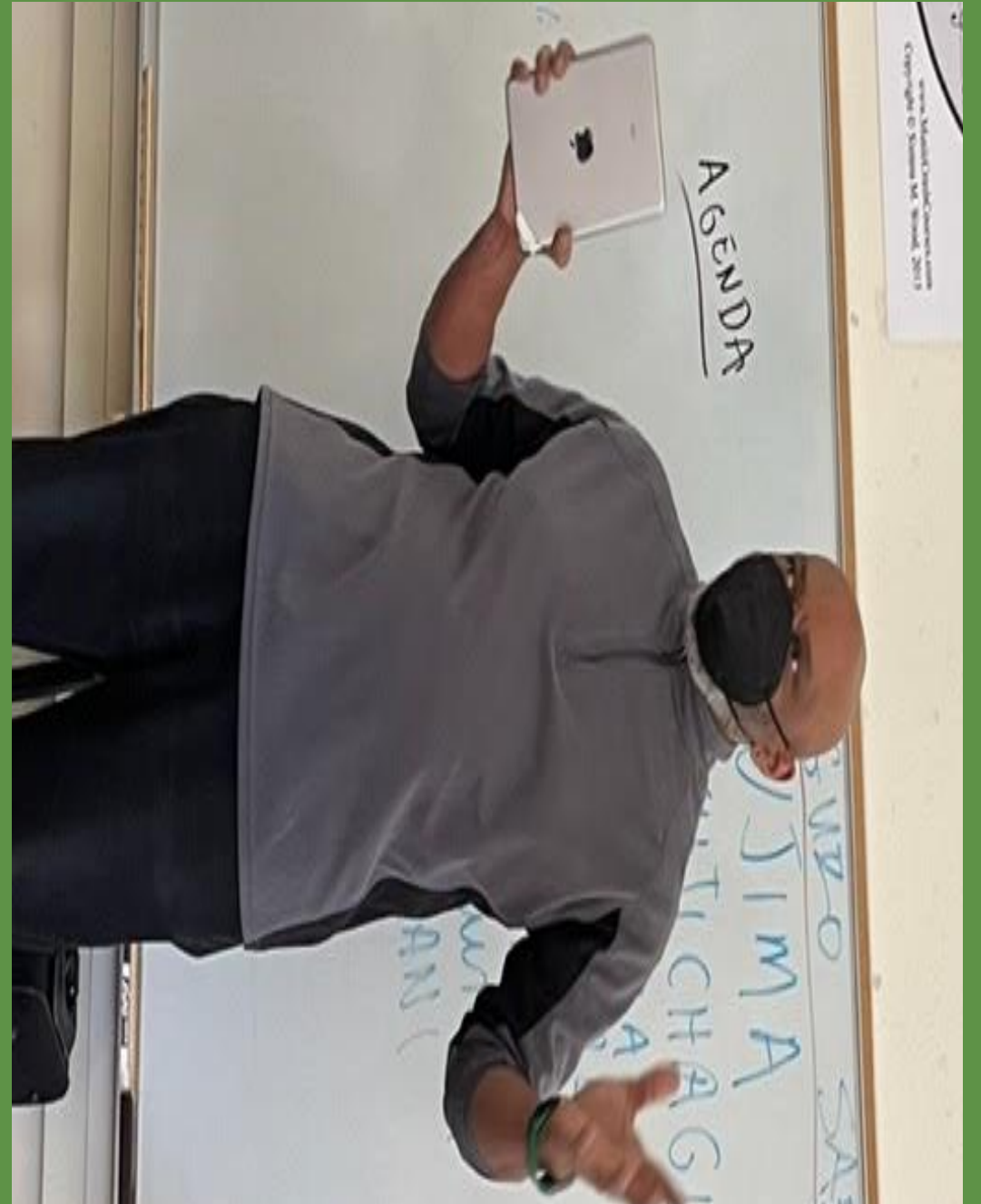
Parent Orientation 2022

Group Engagements

In-Session Guest Speakers

Every month we invite Black men of the Portland and greater Oregon community to speak about their experiences with students.

The goal of this is to broaden the area of career exploration for Black boys as well as connect them with a larger network of culturally specific support.

Community Guest Speakers Series

Community Talk & Study Groups

May 3rd – Professor and Author Franklin Wilderson III

- Chancellor's Professor of African American Studies Department at UC Irvine.
- Questions to explore:
  - Why does race seem to color almost every feature of our moral and political universe?
  - Why does a perpetual cycle of slavery—in all its political, intellectual, and cultural forms—continue to define the Black experience?
  - And why is anti-Black violence such a predominant feature not only in the United States but around the world?

Nov 18th - scholar and assistant professor kihana miraya ross

- Northwestern University in Chicago
- Discussed her work with us on anti-blackness and schooling
- Her program of research draws on critical ethnographic and participatory design methodologies to examine the multiplicity of ways that antiblackness is lived by Black students in what she calls the afterlife of school segregation, a framework that illuminates the ways in which despite the end of legal segregation of schooling, Black students remain systematically dehumanized and positioned as uneducable.

Journalism Writing Workshops
by
Bruce Poinsette

Sponsored by University c
Oregon Agora Journalism Cente

Earlier this month Black journalist, Bruce Poinsette, provided students at all three of our schools with 2 weeks of workshops focused on story structure and fact checking/source gathering. We are looking to add this aspect to our summer program to support Black boys' reading level.

"Reading gets you through high school, writing gets you through college."

FIELD TRIPS

Throughout the school year we aim to broaden students' horizons in the local Portland area and beyond with outings and activities to local outdoor spaces, experiential learning and career exploration outside of the regular school day.

Partnering with PPS District Office & School Administration

Support:
Financial
Logistics
Communications
Feedback

VISION BOARD EXPERIENCE

Beginning in Quarter 4, students begin building a vision board focused on their Education, Career and Lifestyle Goals capping the year off with an end of the year competition & celebration.

Students will have a chance to earn prizes depending on the completion and presentation of their vision boards.
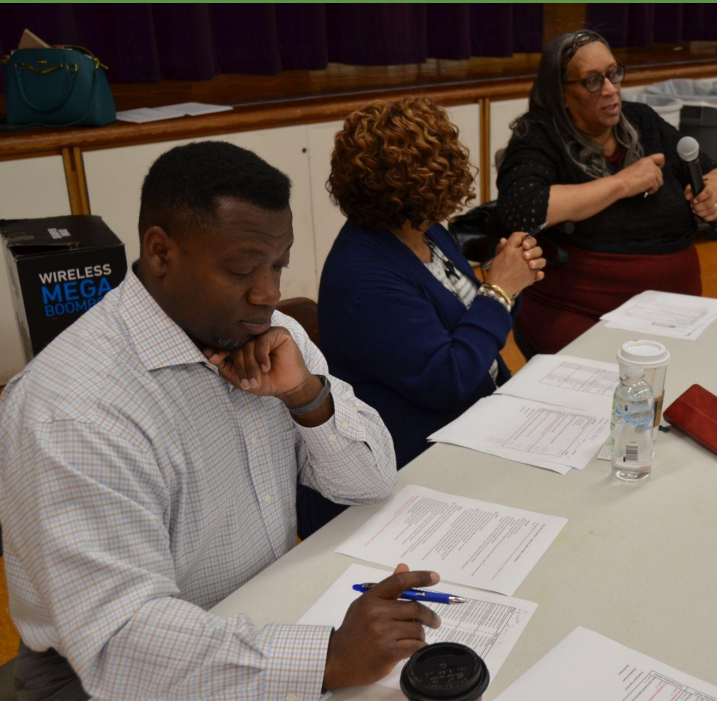
Parent at Vision Board Ceremony 2018

VISION BOARD CELEBRATION CEREMONY

Saturday, June 4
Harriet Tubman Middle School
12:00pm-2:00pm

SUMMER DREAMING

Summer 2021, we hosted our first ever summer program. Our goal was to give participants the opportunity to meet safely in-person and build community as we bridge our program to the Fall after a fully virtual school year. We are excited to offer this program again this summer!
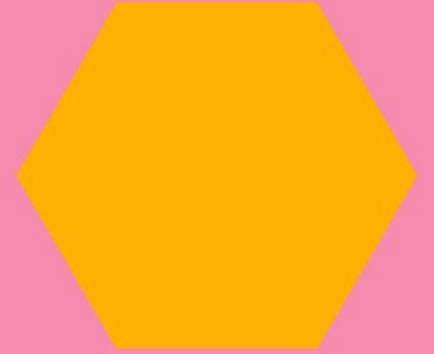
Four Experiential Pillars
- ❖ Black Wellness
- ❖ Career Exploration & STEAM
- ❖ Outdoor Education
- ❖ Black Portland

Values Activity

Values are the things that are important to us, the characteristics and behaviors that motivate us and guide our decisions.

1.

Look over the list of values provided. Choose 12 values that resonate with you, write each word on 1 piece of paper (you will have 12 individual pieces of paper with 1 word.)

2.

Mix up your the 12 pieces of paper. Draw two pieces of paper and put them side by side. Choose which value is most important to you out of the two, Discard the piece of paper you did not choose.

3.

You will now have 6 pieces of paper. Repeat step two until you are left with 3 pieces of paper (and 3 values). These are your current core values!

List of VALUES

Accountability
Achievement
Adaptability
Adventure
Altruism
Ambition
Authenticity
Balance
Beauty
Being the best
Belonging
Career
Caring
Collaboration

Diversity
Environment
Efficiency
Equality
Ethics
Excellence
Fairness
Faith
Family
Financial stability
Forgiveness
Freedom
Friendship
Fun
Future generations
Generosity
Giving back
Grace

Intuition
Job security
Joy
Justice
Kindness
Knowledge
Leadership
Learning
Legacy
Leisure
Love
Loyalty
Making a difference
Nature
Openness
Optimism
Order
Parenting

Safety
Security
Self-discipline
Self-expression
Self-respect
Serenity
Service
Simplicity
Spirituality
Sportsmanship
Stewardship
Success
Teamwork
Thrift
Time
Tradition
Travel
Trust

Commitment
Community
Compassion
Competence
Confidence
Connection
Contentment
Contribution
Cooperation
Courage
Creativity
Curiosity
Dignity

Patience
Patriotism
Peace
Perseverance
Personal fulfillment
Power
Pride
Recognition
Reliability
Resourcefulness
Respect
Responsibility
Risk -taking

Gratitude
Growth
Harmony
Health
Home
Honesty
Hope
Humility
Humor
Inclusion
Independence
Initiative
Integrity

Truth
Understanding
Uniqueness
Usefulness
Vision
Vulnerability
Wealth
Well-being
Wholeheartedness
Wisdom

Write your own:

VALUES

Q&A

Break

For the Good of the Order

Shelaswau Crier, AABSS Coordinator

For the Good of the Order

- Fall Meeting Survey

- Cybersecurity

  - Phishing: digital attack that takes place using email messages that are created to look like they come from a trusted source.

  - Make sure the email you receive is from us.

  - If email look suspicious, please email us directly or call to confirm.

Look Out For

- Poor grammar, misspellings
- Spoof websites
- Email Signatures: A signature block that is overly generic or doesn't follow company protocols
- Sender Address: If the address doesn't match the sender name, be suspicious of the entire email.
- Links: Roll your mouse pointer over the link and see if what pops up matches what's in the email. If they don't match, don't click.
- Email Tone: We know how our co-workers and friends talk, so if an email sounds strange, it's probably worth a second look.
-

Examine these items closely

Source: Cofense
[How to Spot a Phish](#)

amazon.com

Urgent message from Amazon!

This is an urgent mesage from Amazon customer service! There was an overcharge on a recent purchase, and we owe you money. Use the link below too let us know where the money should go.

https://www.annazon.com/customerservice/refund

Again, we apolagize for the mix-up. To further apolagize for the mistake, we have included an attachment containing a code to get 10% off yur next purchase.

Thanks,
Customer service

⬇ **Download**

Which of the following were indicators of a potential internet-based attack?

☐ The typos in the URL

☐ The typos in the message

☐ The urgency of the request

☐ The request to provide refund information using a separate link

☐ The discount code being found on a separate attachment

Submit

AABSS Plan Update Draft 1

Workgroup 1

Advisory Members	ODE
Carmen Brewton Denison	Michael Reyes (Latinx)
Renee Anderson	Angie Foster-Lawson (LGBTQ2SIA+)
Chemika Bolden	Sarah Thorud (Early language and literacy intervention; dyslexia specialist)
Nicholas Grier	Sody Fearn (K-2 balance assessment specialist OTLA)
Laurie Wimmer	Tanasia Bishop (YDD - AG rep)
Iris DeGruy-Bell	Karina Guzman (ELD - AG rep) [separate]
Chair Harris	

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History and Purpose
Statewide Objectives, Strategies, and Metrics
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Cost Estimates 2016-17--All African American Students
References
Common P-20 Acronyms and Definitions
Glossary
Appendix: African American/Black Student Success Plan Grantee Project Snapshots

Key Changes

- Executive Summary and History and Purpose - Updated to align with 2022 Legislative Report
- Center the Plan objectives and strategies (much earlier in document)
- Updated, corrected, and expanded/inclusive data with explanations in Strategy and Objectives grade band matrix
- Data
  - Summary to support program need
  - Moved more in-depth data after Objectives and Strategies

Data: Strategy and Objectives grade band matrix

Example: Grades 9-12

3. Increase graduation rates for African American/Black students in four-year cohort by 3.7% each year and five-year cohorts by 3.6% each year. (The state goal for four year is 90% and 93% for five year)

Baseline: 4-year Cohort Graduation Rate in 2015-16: 66.15% 5-year Cohort Graduation Rate in 2015-16: 69.88%

Metric: Percent of students earning an Oregon or modified high school diploma within four or five years of beginning high school.

Data: Strategy and Objectives grade band matrix

Update
Graduation Rates
4 Year Regular Diploma
Metric: Percent of students earning a regular diploma within four years of beginning high school

Baseline: SY 2011-12: 4-year graduation (regular diploma) (2015 graduating class)

- AA/B students (Black only) 58.5%
- AA/B students (Hispanic and Mulitracial, Black) 65.1%

Update: SY 2015-16: 4-year graduation (regular diploma) (2019 graduating class)

- AA/B students (Black only) 68.3%
- AA/B students (Hispanic and Mulitracial, Black) 70.5%

Data: Strategy and Objectives grade band matrix

4 Year Regular & Modified Diploma

Metric: Percent of students earning a regular & modified diploma within four years of beginning high school

Baseline: SY 2011-12: 4-year graduation (regular & modified diploma) (2015 graduating class)
- AA/B students (Black only) 62.6%
- AA/B students (Hispanic and Mulitracial, Black) 67.3%

Update: SY 2015-16: 4-year graduation (regular & modified diploma) (2019 graduating class)
- AA/B students (Black only) 73.5.%
- AA/B students (Hispanic and Mulitracial, Black) 73.4%

Data: Strategy and Objectives grade band matrix

5 Year Completion: All Diplomas & GEDs
Metric: Percent of students earning a regular, modified, GED, extended diplomas and adult high school diplomas within five years of beginning high school

Baseline: SY 2011-12: 5-year completion
- AA/B students (Black only) 72.2%
- AA/B students (Hispanic and Mulitracial, Black) 76%

Update: SY 2015-16: 5-year completion
- AA/B students (Black only) 81.6.%
- AA/B students (Hispanic and Mulitracial, Black) 82.3%

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Organization

Statewide Objectives, Strategies, and Metrics

    Summary of Objectives [formerly 14 Indicators]

    Objectives and Strategies by Grand Band

        Birth - Pre-kindergarten

        Grades K-3

        Grades 4-5

        Grades 6-8

        Grades 9-12

        Higher Education

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Organization

Data

    Counting African American/Black Students in Oregon

    Educator Data

    Student Outcomes

Organization

Data

  Counting African American/Black Students in Oregon

  Educator Data

    Teachers

    Principals

    Superintendents

Organization

Data
 Student Outcomes
  Regular Attendance
  Discipline
  Statewide Assessments
   Statewide Assessments: English Language Arts
   Statewide Assessments: Mathematics
   Statewide Assessments: Student Growth
  Ninth-Grade On-Track
  High School Completion
  Post-secondary

Organization

Data

    Student Outcomes

        Grantee Students - Pilot Project

            Grantee Students: Graduation

            Grantee Students: Attendance

            Grantee Students: Discipline

            Grantee Students: Ninth Grade On Track

Pilot Project: Promising Practices

Pilot Project:
Demographics of Grantee Student Population

Table 3. Pilot Study: Demographics of Grantee Student Population

School Year	American Indian/Alaska Native	Asian	Black (any race/ ethnicity)	Hispanic(Non-Black/ African American)	Multi-racial (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.

Pilot Project: Promising Practices

The Pilot Study was comprised of a subset of 4 grantees that had access to SSID numbers. The Pilot Study indicates that grantees are serving African American/Black students who are at the most risk for the system not working for them. Prior to their participation in grantee programs, these students showed significantly worse outcomes than the average AA/B students in Oregon:

Pilot Study showed significant impact on the following student outcomes:

- graduation (on-time) 35% to 62% (76% all AA/B students)
- completion (58% to 66% (81% for all AA/B students)
- regular attendance (55% to 72%) (75% for all AA/B students)
- discipline (43% to 13%) (10% for all AA/B students)
- ninth grade on track (67% to 75%) (77% for all AA/B students)

Additional Suggested Objectives

Objectives

- Objectives and strategies through a rural lens
- Mental Health objective
- Student safety objective
- Objectives for Students Experiencing Disabilities
- Discipline, attendance and educators objectives to all grade bands
- Early learning objectives - may need to revisit with ELD staff to determine if objectives are still relevant and actionable.

Suggested New/Revised Strategies for Achieving the Objectives

Strategies
- **More active or directive language - for example, instead of "consider" or "offer" use "require"**
- **Use stronger language and more explicit direction around community engagement/leadership**
- **Add awareness/support of school leadership as a strategy for each objective**
  - Awareness of grantee's work within school and school district -
  - School leaders being a champion of grantee's work -
  - Having school leadership on board, and as an advocate, is KEY
  - Model/Best Practices for Grantees and School Leadership relationship
- **Key Grantee Strategies** (not currently in plan)
  - Transportation
  - Assessments (by grantees to help understand what knowledge students need)
  - Connecting students and families to Other State and Local Resources
  - Tuition Assistance

Suggested New/Revised Data to Measure Progress on Objectives

Data

- Add modified diplomas
- Add Hispanic, Black & Multiracial, Black
- Add non-binary
- Add section on grantee data
- Break out for gender in graduation and discipline
- Explore how to collect more comprehensive data on discipline and disciplinary practices
- Early learning data - need to better understand what data is available

Suggested Report Changes

Report Additions/Changes:

- Add History of African American/Black/African Diaspora in Oregon
- Add Student Voice
- Add policy objectives that focus objectives/strategies for Statewide implementation

Discussion Questions

- Additional objectives, strategies or data suggestions to consider?
- Absenteeism rates or attendance rates?
- Rooting Plan objective measures and timeline in best practice supported research. (Compare to and balance with gubernatorial/legislative policies, such as 40,40,20.)
- Add goals for administrators and superintendents in addition to teachers?
- Are the ELA and Math statewide assessments the best metrics - should we consider other assessments such as NAEP?

Timeline

May-June 2022:

- Draft 1 updates - organization, data
- Identify needs

July - August 2022:

- Workgroup 2: Develop plan for fall updates

Sept - November 2022:

- Workgroup 3
- Add 2021-2022 data
- Implement plan developed over summer
- Engagement sessions

Nov/Dec 2022:

- Advisory Group Retreat focused on final update review and recommendations

January 2023: Update Finalized

February 2023: Updated Plan published

Current Need: Summer Workgroup

Meetings (90 minutes each):

July: 2 meetings

August: 4 meetings

Please place in chat or email Shelaswau or Erin

if you would like to participate in Summer Workgroup.

Public Comment

Community Announcements & Updates