

African American/Black Student Success Advisory Group Meeting

January 26, 2022

Welcome & Roll Call

AGENDA

1. Welcome & Roll Call
2. OEDI Assistant Superintendent Welcome & Updates
3. For the Good of the Order
4. Legislative Report
5. Break
6. Advisory Group Final Charter Review
7. State Interagency Coordinating Council and State Advisory Council on Special Education Joint Goals
8. AABSS Plan Update Overview
9. Public Comment
10. Community Announcements & Updates
11. Wrap-Up

OEDI Assistant Superintendent Welcome & Updates

For the Good of the Order

1. Vice Chair
2. Public Records Notice
3. Grantee Advisory Group Participation Update

Public Records Notice

The Oregon Department of Education (ODE) is a public body and is subject to Oregon's public records laws. We want to make sure you understand what this means with respect to your participation in the African American/Black Student Success Advisory Group. Please review this information carefully.

Oregon's public records laws ensure that any person may inspect records pertaining to the state's business. Oregon public records laws do allow public bodies to withhold certain types of information in certain situations. However, those exceptions are applied narrowly as the law favors disclosure and open government.

ODE maintains a public records policy and process. When we receive a request, we evaluate the request to determine whether the agency holds any responsive documents and, if so, whether any information in those documents should be protected from disclosure.

Documents relating to Oregon Department of Education African American/Black Student Success Advisory Group are public records. Accordingly, information contained in those records is subject to disclosure under Oregon's public records laws.

We value your contribution to this important work and want to be a good partner to you while still upholding our responsibilities under the public records laws. If you have any questions about Oregon's public records laws or would like to discuss specific concerns, please reach out to Erin Rothweiler at erin.rothweiler@ode.state.or.us.

Public Records Notice

By signing below, I acknowledge that I have **received** and **reviewed** the information in this Public Records Notice **and understand** that as an advisory group member, information associated with this work is subject to public disclosure in accord with public records laws.

Grantee Advisory Group Participation

Advisory Group Participation

How should grantees provide input to the AABSS Advisory Group?

- ODE can create a Youtube channel for grantee viewing
- ODE staff can create a “live” Google Sheet for Grantee input
- Grantees can select representatives to monitor meeting and report back
- Grantees can submit written public comment to be considered at the meeting
- Other ideas for advisory group participation

Grantee Advisory Group Participation

RESPONSES

Advisory group agenda available ahead of time would be very helpful.
None of us like the idea of watching live during the meeting, we'd prefer to submit questions/comments ahead of time.

Grantees can select representatives to monitor meeting and report back; Grantees should be able to submit written public comment to be considered at the meeting.

Grantees can submit written public comment to be considered at the meeting
Grantees can select representatives to monitor meeting and report back

I like the idea of a living document for grantee input, structuring it to be sectioned quarterly would be manageable.

Using the partners meetings to share/discuss about issues that impact grantees collectively so that it can brought to the AABSS Advisory Group. Create structure/space.
Collect issues using a survey. Rank topics and have targeted discussions.

Grantee Advisory Group Participation

GRANTEE QUESTIONS

Would members of the advisory group be able to attend some of our meetings or make it a more “two-way street”?

Will there be an opportunity for Grantees to have direct conversations with the Advisory Group in an open forum?

How can we ensure input from rural regions?

What incentives do people have to give up work time to participate? (This is challenging for us.)

Grantee Advisory Group Participation

- Would like some level of input but needs to be low impact to grantees
- During Grantee Meeting, grantees could review AABSS Advisory Group agenda and provide input

Examples:

- Pass on grantee input that can be shared with Advisory Group
 - Draft and submit letter for public comment
 - Grantee input and concerns could be agenda item on Advisory Group meeting agenda
- Grantee presentations to AG
 - Advise directly on the AABSS Plan by advising during grantee meetings, perhaps by workgroups based on selected plan objectives.

Legislative Report

Legislative Report

Executive Summary

Introduction & Purpose

2019-2021 Summary

Report Body

History and Purpose

AABSS Components

Statewide Plan

Development & Implementation (with timeline)

Student Demographics

Grant Report

COVID Response

Accomplishments (bullet point)

Indicators and Activities

Pilot Outcomes

2021-2023

Appendix A: Grantee Snapshots

Appendix B: Funding Summary

Legislative Report

Executive Summary

Introduction & Purpose

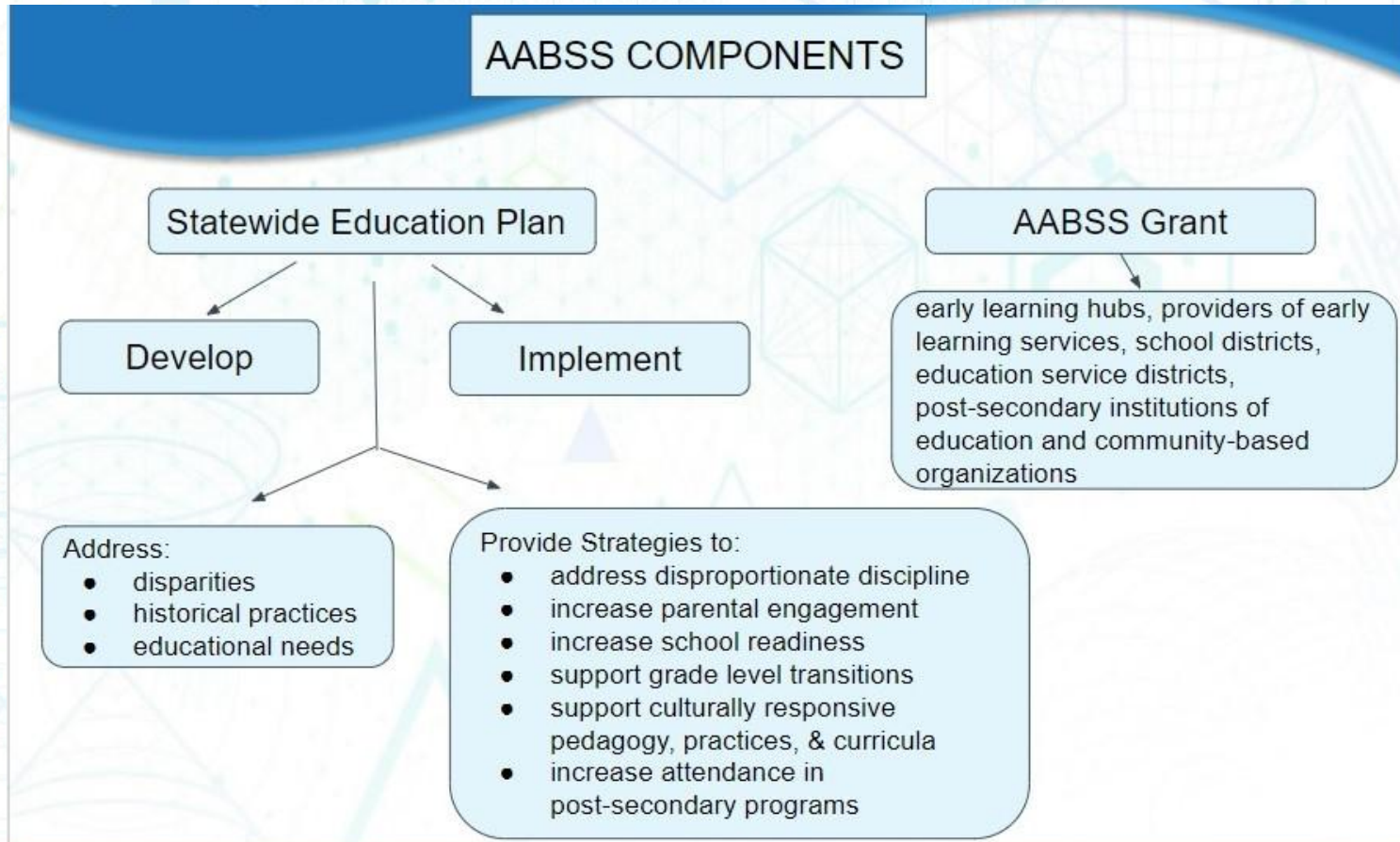
Summary Update

- Legislative Amendments
- OAR Changes
- Accomplishments
- 2021 RFA
 - awardees
 - concerns
- 2022 Plan developments

Legislative Report

Report Body

History and Purpose
AABSS Components



Legislative Report

Statewide Plan

Development & Implementation (with timeline)

2015: Advisory Group convened

2016: First grantees awarded

2017: African American/Black Student Success Plan published

2018: 5 grantees added (expanded geographic service area)

2020: 3 Grantees (expanded range of services)

Updating the Plan

Internal and External Plan

Legislative Report

Student Demographics

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/African Diaspora students enrolled in Oregon's K-12 schools; (See Figures 7 and 8 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.

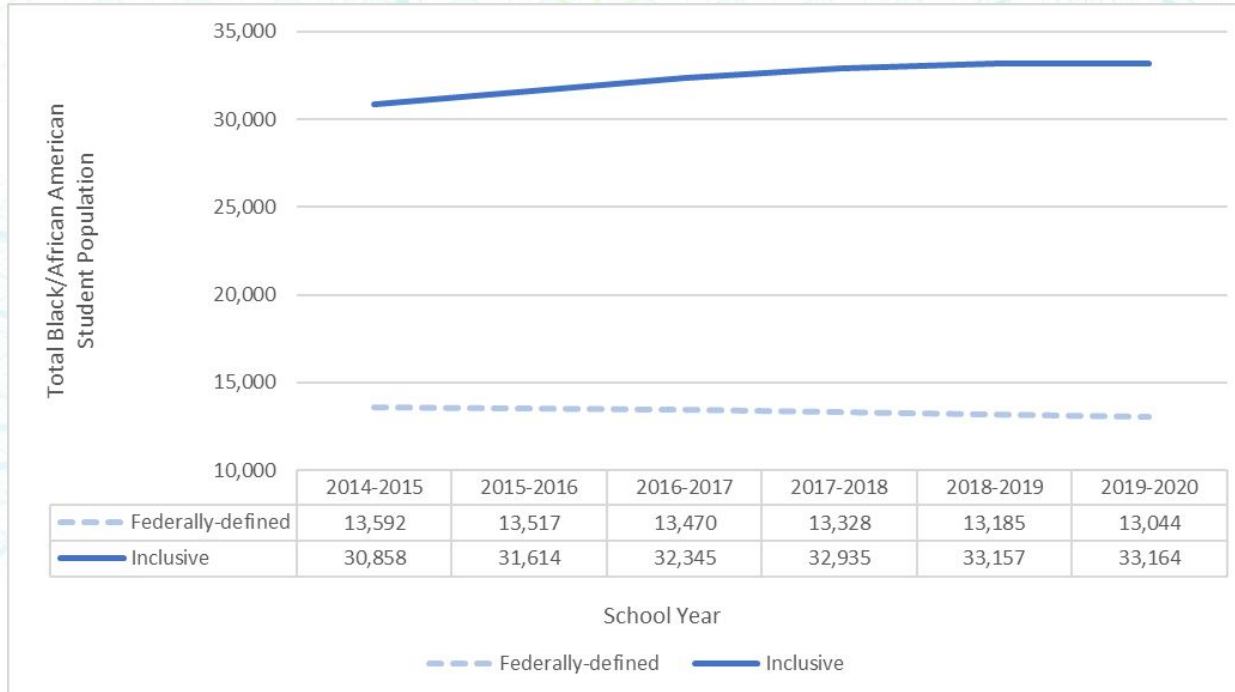
In an effort to more accurately identify the students who should and are being served by the AABSS Plan, the data below utilizes inclusive counts for African American/Black/African Diaspora students. Thus if a student identifies as Multiracial or Hispanic and lists one race as African American/Black,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

Legislative Report

Student Demographics

Figure 7: Total African American/Black/African Diaspora Student Population: 2014-2020

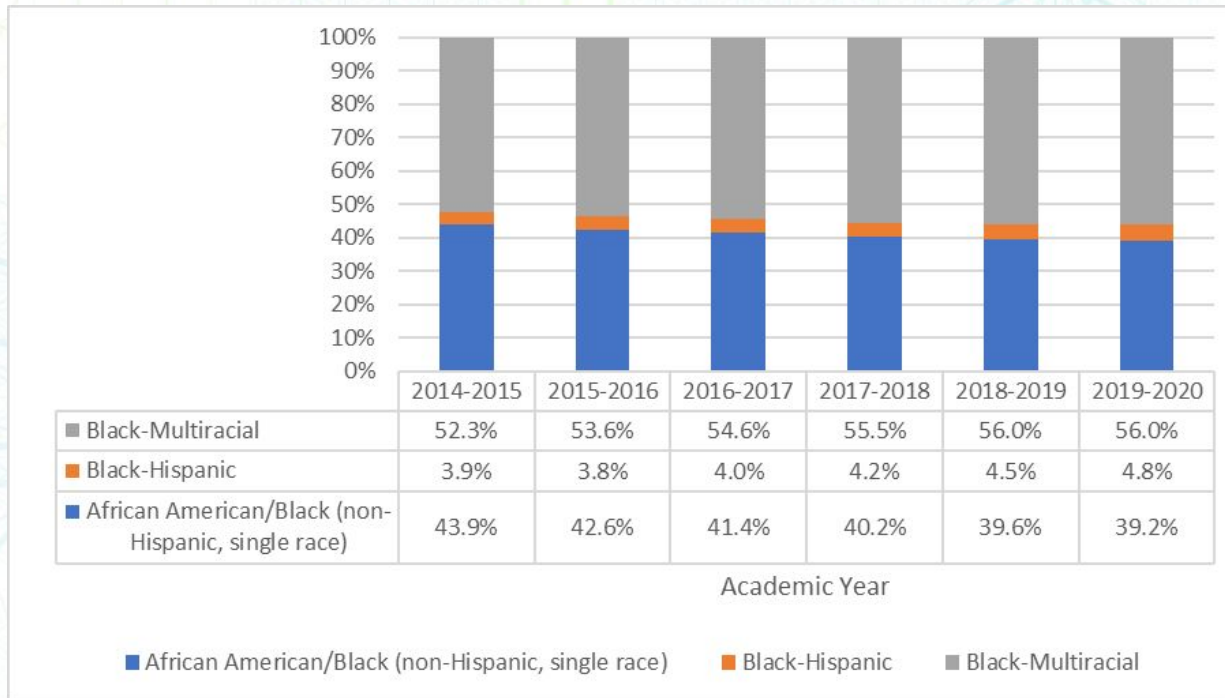
The chart below (Figure 7) shows the difference in the African American/Black/African Diaspora student population depending on how a student's race and ethnicity is defined. Since the 2014-2015 school year, the number of African American/Black/African Diaspora was under 15,000 annually using the federally-defined counts but over 30,000 annually if using the inclusive counts.



Legislative Report

Student Demographics

Figure 8. Overall Population of African/African American/Black/African Diaspora Students in Oregon from 2014-2020, Disaggregated by Multiracial, Hispanic, and Single-race Proportions



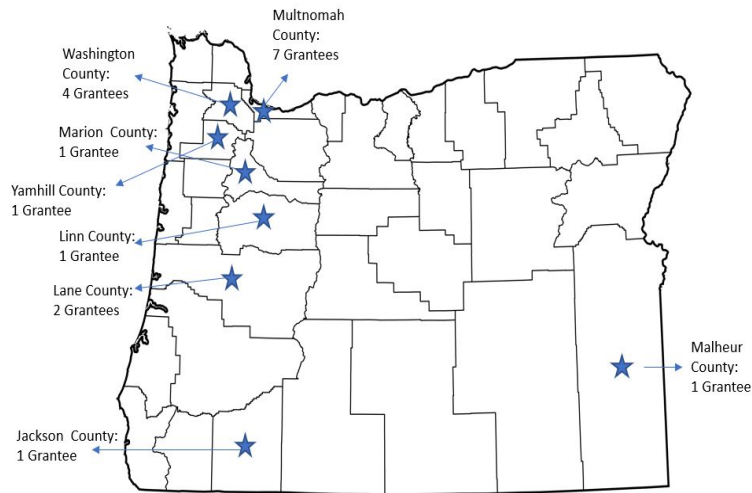
Grant Report: Communities Served

Communities Served by AABSS Plan Program Initiatives

Of the 11 Grantees funded by the AABSS Plan in 2019-2021, 9 of them are headquartered in the Portland Metro Region of Oregon (including Multnomah and Washington Counties) and 2 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 Metro-based Grantee, Multnomah ESD Bars to Bridges, also operates service sites for justice-involved youth in Yamhill, Linn, and Lane Counties (Figure 2).

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

Figure 2. Counties Served by AABSS Grantees in 2019-2021



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

Legislative Report

Grant Report

Accomplishments (bullet point)
COVID Response
Indicators and Activities

Figure 4. 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	

Legislative Report

Grant Report: Indicators and Activities

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.

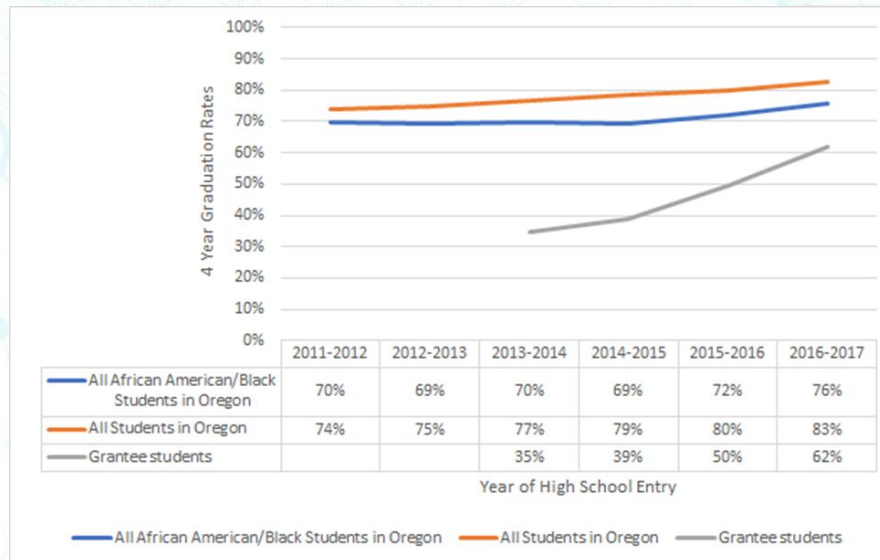
Legislative Report

Grant Report: Pilot Outcomes

Graduation and Completion Rates

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



Legislative Report

Grant Report: 2021-2023
Appendix A: Grantee Snapshots
Appendix B: Funding Summary

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

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		

Grantee	2019-2021 Award	2021-2023 Award	2021-2023 Requested Amount
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

Grantee	2019-2021 Award	2021-2023 Award	2021-2023 Requested Amount
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

Break

Back at 10:40 a.m.

Advisory Group Final Charter Review

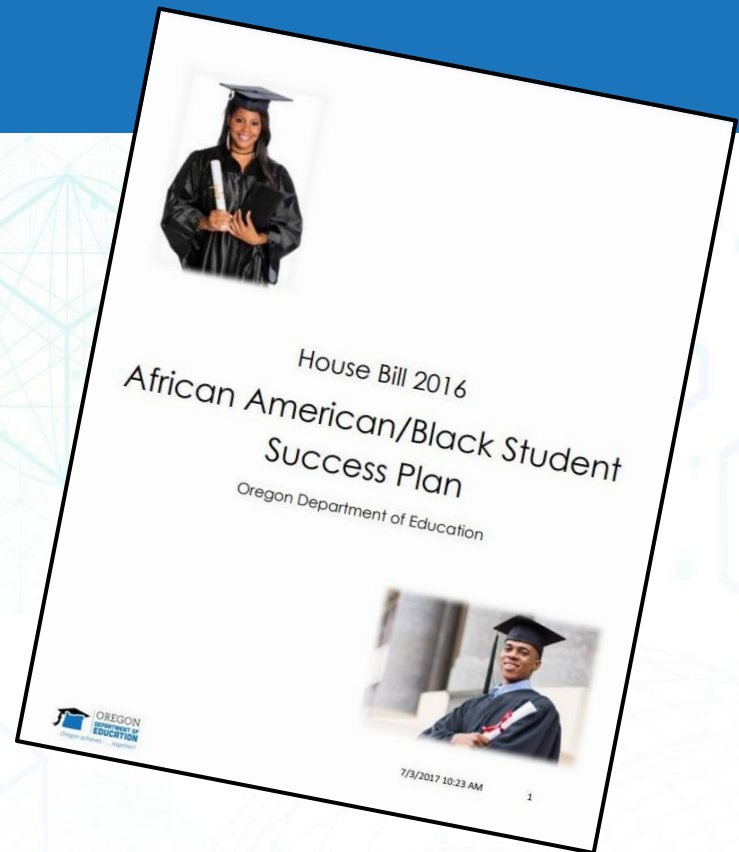
State Interagency Coordinating Council & State Advisory Council on Special Education Joint Goals

Judy Newman, Early Childhood Care

**Lydia Dennehy, SACSE Member Parent
Representative**

AABSS Plan Update Overview

African American/Black Student Success Plan



AABSS Webpage: <https://www.oregon.gov/ode/students-and-family/equity/AfricanAmericanBlackStudentEducation/Pages/default.aspx>

Plan must provide strategies

- decrease the disproportionate ***discipline***;
- 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;

Plan must provide strategies cont.

- 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***

Plan Objectives

The AABSS Plan includes the following objectives:

- Early Childhood through PreKindergarten 1-4 Objectives
- Kindergarten through Grade 3: 1-4 Objectives
- Grade 4 through Grade 8: 1-4 Objectives
- Grade 9 through Grade 12: 1-5 Objectives
- Post-secondary: 1-4 Objectives

Objectives and Strategies

Early Childhood to Kindergarten		
Objectives/Metrics	Strategies	Accountability Partners
<p>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.</p> <p><i>The Early Learning Division will be tasked to develop a committee to identify a baseline and metrics to measure this objective. They will then report their recommendations to HB 2016 Advisory Group for review and approval.</i></p>	<p>a. Identify and implement culturally specific pedagogy, curriculum, investments, and assessments.</p> <p>b. Use culturally responsive positive discipline practices and supports to decrease/eliminate suspensions and expulsions.</p> <p>c. Increase the number of families receiving home visiting supports.</p> <p>d. Increase the number of students in publically funded preschool programs at a rate comparable to that of Oregon's diverse student population.</p> <p>e. Increase access to opportunities for parents/guardians and educators to collaborate and learn about developmental and educational needs of African American/Black children and the child care needs of families.</p>	<p>a. Early Learning Division</p> <p>b. Chief Education Office</p> <p>c. Culturally Specific Community-Based Organizations</p> <p>d. Local Education Agencies (School Districts)</p>
<p>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.</p> <p><i>The Early Learning Division will be tasked to develop a committee to identify a baseline and metrics to measure this objective. They will then report their recommendations to HB 2016 Advisory Group for review and approval.</i></p>	<p>a. Increase the numbers of African American/Black educators in the early childhood workforce.</p> <p>b. Formally request shifts and adjustments to standards and requirements for quality ratings for early learning programs to improve SPARK's (formerly known as QRIS, Oregon's Quality Rating and Improvement System) effectiveness.</p> <p>c. Collaborate with SPARK team to discuss inclusion of culturally responsive SPARK analysis and standards.</p>	<p>a. Early Learning Division</p> <p>b. Oregon Department of Education</p> <p>c. Chief Education Office</p> <p>d. Higher Education Coordinating Commission</p> <p>e. Local Education Agencies (School districts)</p>
<p>3. Build a consistent approach and aligned pathway</p>	<p>a. Increase the number of school districts and early learning hubs partnering together to coordinate culturally responsive kindergarten</p>	<p>a. Oregon Department of Education</p>

Plan Objectives: Early Childhood - PreK

1. Increase access to high quality, community-based early learning programs focused on providing culturally specific environments to prepare AABD children for kindergarten.
2. Increase the number of culturally and linguistically responsive educational and certification pathways for early learning providers reflective of AABD children in early childhood environments.
3. Build a consistent approach and aligned pathway between early childhood and K-3 education to promote enrollment of AABD early learners.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grade K-3

1. Increase the number of AABD educators in Oregon. (Includes recruitment, hiring, and retention.)
2. Increase the amount of available culturally responsive curriculum in Oregon schools for AABD students.
3. Increase literacy and numeracy outcomes for AABD students.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grades 4-8

1. Increase academic outcomes for AABD students in math and English language arts.
2. Increase attendance and reduce absenteeism rates for AABD students.
3. Reduce the number of discipline incidents for AABD students.
4. Build a culturally and linguistically congruent newcomer program for AABD students.

Plan Objectives: Grades 9-12

1. Increase the rate of freshman on-track to graduate for AABD students.
2. Increase attendance and reduce absenteeism rates for AABD students.
3. Increase graduation rates for AABD students.
4. Reduce the number of discipline incidents for AABD students.
5. Build a culturally and linguistically congruent newcomer program for AABD students

Plan Objectives: Post-Secondary/Higher Ed

1. Increase the post-secondary enrollment rate of AABD students.
2. Ensure that AABD students in post-secondary education institutions complete at least half the number of credits required by their degree or certificate.
3. Ensure that AABD high school graduates and GED completers complete an Associate's degree or certificate within three years or complete a Bachelor's degree within six years.
4. Encourage culturally and linguistically congruent newcomer strategies at postsecondary institutions to support AABD students.

Indicators of Success

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

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.

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.

Indicators of Success

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.

Increase the amount of available culturally responsive curriculum in Oregon schools for African American/Black.

Increase literacy outcomes by 6.8% per year and numeracy outcomes by 6.8% per year for African American/Black students.

Indicators of Success

Reduce the number of discipline incidents for African American/Black Students

Increase attendance and reduce absenteeism rates for African American/Black students.

Increase the rate of freshman on-track for African American/Black students.

Increase graduation rates for African American/Black Students

Indicators of Success

Increase the post-secondary enrollment rates of African American/Black students high school graduates and 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 three years; an additional 40% complete a Bachelor's degree within six years

Community Announcements & Updates



OREGON
DEPARTMENT OF
EDUCATION

OFFICE OF
EQUITY,
DIVERSITY
AND
INCLUSION
INITIATIVES

Thank you!

A decorative graphic featuring the text "Thank you!" in a black, cursive font. The text is surrounded by several gold stars of varying sizes. Below the text is a thick, gold brushstroke underline that tapers off to the right.