



African American/Black Student Success Plan Advisory Group Meeting

Oregon Department of Education
September 30, 2016 | 9:00 a.m. – 2:00 p.m.



DEPARTMENT OF
EDUCATION



Welcome





Old & New Business

- Plan Update – Metrics
- House Bill 2016 beyond 2017
- Meetings first Friday of each month
- Grantee Presentations



The REAP Expansion Project

Mark Jackson, Project Director

REAP USA



THE FUTURE IS NOW!



Black Student Success Plan Advisory Group Presentation
September 30, 2016
www.REAPUSA.org

REAP Story



REAP Inc. began as a nonprofit organization in 2001. Two friends who both went through Portland Public Schools came up with the idea and plan to help youth. Levell Thomas and Mark Jackson co-founded REAP, and shared their passion for what became **REAP's mission:**

To proactively ignite, elevate, and engage the next wave of leaders for the future now.

REAP OVERVIEW



REAP is a year around multicultural youth leadership program committed to empowering the next wave of leaders. REAP works with students in grades third through 12, who represent our most high need student population.

REAP is a proactive program that ignites, elevates and engages ALL students to be global leaders through civic engagement, entrepreneurship and cooperative management (conflict resolution) for a better future now. In recent years, REAP serves more than 800+ students each year.

REAP is a proactive program that ignites, elevates and engages ALL students to be global leaders through:

Civic Engagement

Entrepreneurship

Cooperative
Management

School Districts Served:
PPSD, DDSD, CSD & BSD



REAP Expansion Project

The REAP Expansion Project is designed to expand REAP school-based and community programs to the following schools:

- ✓ Centennial High School
- ✓ Oliver Elementary
- ✓ Parklane Elementary
- ✓ Aloha High School
- ✓ *David Douglas High School*
- ✓ *Ron Russell Middle School*

Attendance & Chronic Absenteeism



The REAP Expansion Project is addressing this need in the following ways:

- Implement existing curricula specifically geared at reducing disciplinary incidents among African American/Black students in schools.
- Work with the school administration to monitor and assess behavior referrals to ensure the appropriate interventions are in place to support the student-teacher relations and parent engagement.
- Collaborate with R.A.A.P. Counseling & Consulting to train educators on trauma informed care and culturally responsive discipline practices and methods to build student confidence, identity, and voice and reduce exclusionary discipline policies and practices.
- Partner with School Attendance Specialist, who works with chronic absent students and their parents/families, conduct home visits, and refer students to REAP and outside agencies for emergency services (*Centennial HS only*).

Parent & Community Engagement



The REAP Expansion Project is addressing this need in the following ways:

- Engage REAP's broad network of parents who donate time and resources to help our students.
- Parents are invited to support their children and observe/engage with teachers about student projects—all of which are tracked through Google.
- Engaging parent's voice in school climate assessment work.
- Interface activities with black adult professionals

Transitions



The REAP Expansion Project is addressing this need in the following ways:

- 1) Facilitate college readiness activities for students with leaders in academia, and partner with post-secondary institutions. For example, REAP works with African American Student Services (AASS), a portfolio within the Office of Enrollment Management and Student Affairs at Portland State University (PSU), which provides culturally specific assistance to prospective, transfer and continuing students.
- 2) REAP staff provide structured time for students to engage in dialogues, leadership curriculum, community building, and leadership opportunities during and after school. REAP staff offer a visible presence during school hours, work with administration, teachers and counselors to support student's academic/social needs.
- 3) Create leadership opportunities for students to interface with business leaders and elected officials to elevate student voice.

Project Outcomes



The anticipated goals of the project include:

1. Engage 320 students in REAP school-based programs
2. Retain 70% of students in REAP school-based programs
3. Engage 1,000 students in REAP major leadership conferences
4. School-wide culturally responsive coaching/training on restorative practices related to discipline and trauma informed care
5. Student-led, researched based plan to improve the school climate of schools through a racial equity lens
6. A college readiness/entry pipeline with Portland State University for students

Project Uniqueness



The REAP Expansion Project offers the following unique element:

- Student-led school climate assessment (quantitative and qualitative survey) to identify inequities facing culturally/racially diverse students.
- Variables used to identify key barriers of student success include: poverty, equity, ethnicity, cultural diversity, staff cultural competency, student attendance, social behaviors, academic gaps, and student/staff relations.

Questions & Answers

The African American/Black Student Success Plan of Multnomah County

Tony Hopson, Jr., Project Director
Self Enhancement, Inc.

The Self Enhancement Inc. Multi-Service Approach for Youth and Families



A COMPREHENSIVE & HOLISTIC WRAPAROUND MODEL
TO IMPACT YOUTH AND FAMILIES WHERE THEY ARE

SEI Fundamental belief #5: We see kids for who they can become rather than who they are today.

Self Enhancement, Inc.'s Mission

Self Enhancement, Inc. is dedicated to guiding underserved youth to realize their full potential. Working with schools, families, and community organizations, SEI provides opportunities for personal and academic success, bringing hope to individual young people and enhancing the quality of community life.



Self Enhancement's Multi-Service Approach Means..

We're there for students wherever
they need our support:

- In School Services
- After School Program
- Summer Program
- Parent Involvement Services
- Post-High School Services

*...and additional support through
Community and Family Programs*



SEI Fundamental Belief #1: All children can and will succeed

SEI In School Services

Each student has a Service Coordinator that provides:

- 24/7 Case Management
- A supportive relationship anchored in the SEI Relationship Model
- An Individual Success Plan tailored for that student
- Motivation through incentives
- Coordination of prevention and intervention services & advocacy
- A cooperative relationship “bridge” with school administrators and educators

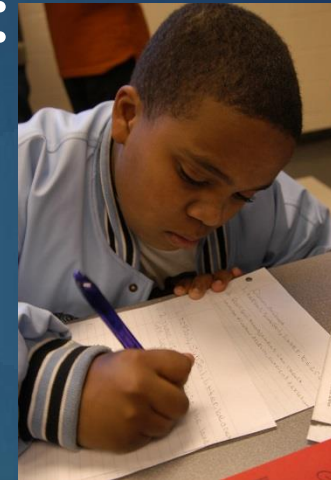


SEI Fundamental Belief #4: All children can learn.

SEI After School Program

Our After School Program exposes students to options by providing offerings in four activity strands:

- Academics
- Sport, Health and Wellness
- Arts and Performance
- Social and Life Skills



SEI Fundamental Belief #2: All Children Have a gift.



SEI Summer Program

Our Summer Program offers different options to students who are most at risk during the critical summer months such as:

- Academic Enrichment & Credit Recovery
- Exploration and Exposure
- Work readiness for High School students
- Preparation for High School and Middle School transition

SEI Fundamental Belief #3: When Children are presented with Options and exposure they will Discover their purpose and realize Their potential.



SEI Parent Involvement Program

This program works hand-in-hand with our academic component and provides home visits, parenting skills, and crisis intervention to parents of students in the program.

We work to:

- Strengthen parental connection with the schools
- Strengthen parental involvement in the community
- Strengthen parental participation in SEI

Ultimately, we work to strengthen parents' bonds with their children

SEI Fundamental Belief #6: All children develop best when surrounded by caring and nurturing adults.



SEI Post-High School Program

Our Post-High School Program helps to ease the transition after High School through:

- Work readiness
- College networking
- Academic advising while in college
- Ongoing, frequent contact and support
- Financial support
- Mentorship

SEI Fundamental Belief #7: Staff Members Are 100% responsible for the relationship



SEI Community and Family Programs

SEI provides a full cadre of wraparound support services to strengthen families such as:

- Domestic Violence program
- Fatherhood Program
- Parenting Classes
- Energy Assistance
- Housing Assistance
- In-home Safety and Reunification Services



African American/Black Student Success Plan

IMPLEMENTATION
OVERVIEW

Agenda



POIC + RAHS

Mission:

- We are committed to serving at-risk youth until the age of 25, providing the highest quality services in education, mentoring, family outreach, employment training and placement.

Beliefs:

- We believe all people have value
- We believe all people can grow
- We believe all people can build and contribute to thriving communities

Who We Serve

Our Communities:

- Gresham/Barlow
- Centennial
- David Douglas
- Reynolds
- Portland Public Schools

Demographics

- 610 Student Served 2015/2016
- 251 Black
- 42% Black
- 31% Hispanic
- 22% White
- 6% Other
- 52% Male, 48% Female

AABSSPG Goals

Increase

- Academic Achievement
- Family engagement
- Youth Development

- Barriers to success

Decrease

POIC[®]

Portland Opportunities Industrialization Center

RAHS[®]

Rosemary Anderson High School

Program Overview



Academic Achievement

Strategies

- Culturally Relevant Curriculum
- Assess Individual Academic Needs
- Create Engaging on Campus Opportunities

Desired Outcomes

- **Increase** Attendance
- **Increase** Credit Attainment

Family Engagement

Strategies

- Hold quarterly AABSSP family meetings
- Educate black families on wrap services

Desired Outcomes

- **Increase** parent attendance at family engagement meetings to 62 families by the end of the year
- **Increase** family engagement in wrap around services to 50%

Rosemary Anderson High School invites you to ...

RAHS[®]
Rosemary Anderson High School


**A Parent's Dinner:
Celebrating an
Elevated Focus
on Our African
American
Student Success**

Join us as we celebrate our African American Students and their successes with a Popeye's dinner and a Visa gift card raffle!
Child Care will be provided.

When:
Tuesday,
September 20, 2016
5:30 – 7:00 pm

Where:
RAHS North Campus
717 N. Killingsworth Ct.
Portland, OR 97217

RSVP:
Jennifer Mullins
503.797.7234
jmullins@portlandoic.org



POIC[®]

Portland Opportunities Industrialization Center

RAHS[®]

Rosemary Anderson High School

Youth Development

Strategy

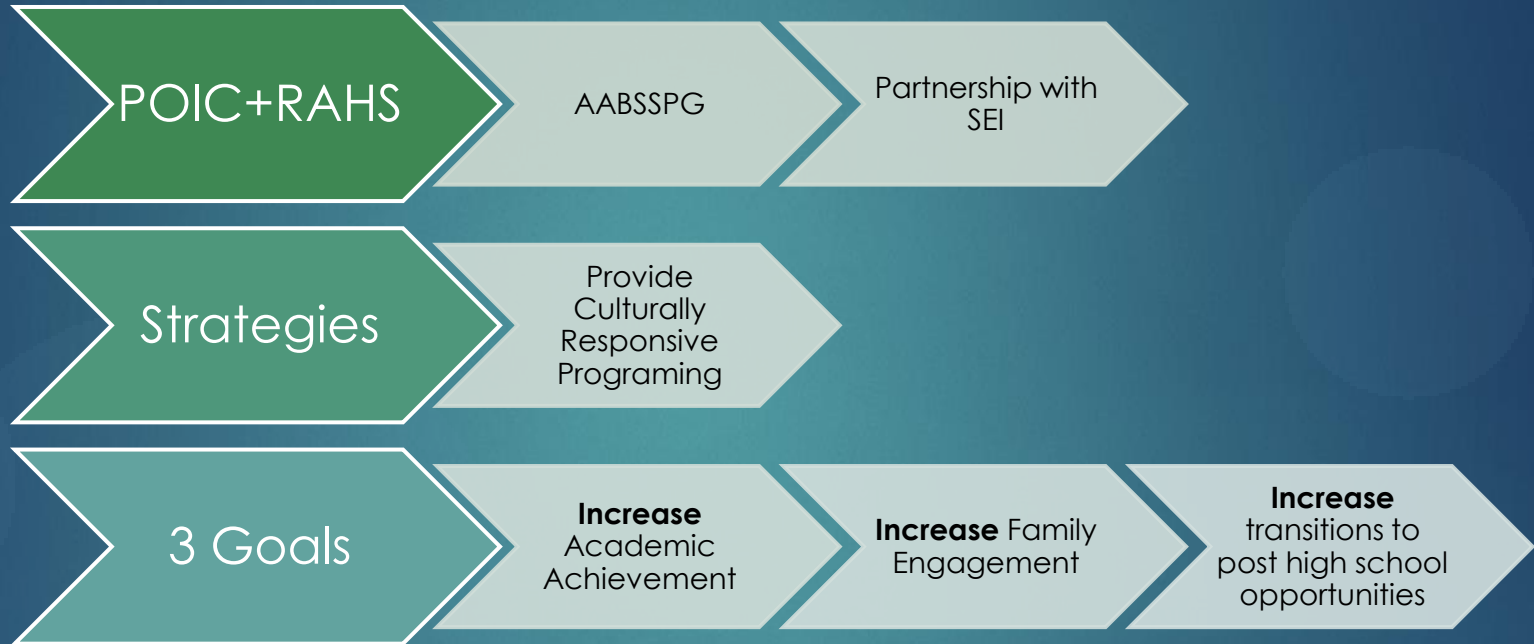
- Develop post-high school academic plans
- Inform educate and promote participation in the Work Opportunities Training (WOT) Program
- Encourage and promote participation in youth development opportunities

Desired Outcomes

- **40%** enrolled in 2-College, 4 year College or Trade schools
- **Increase** the number of students participating in WOT by 30% at the end of the year
- **Increase** the number of students participating in existing programs



Summary



Questions?



Contact Us!

Phone: 503-797-7222

Address: 717 N Killingsworth Ct.

The Black/African Student Success Project

Djimet Dogo, Project Director

Immigrant and Refugee Community Organization



irco



Black/African Immigrant & Refugee
Student Success Project



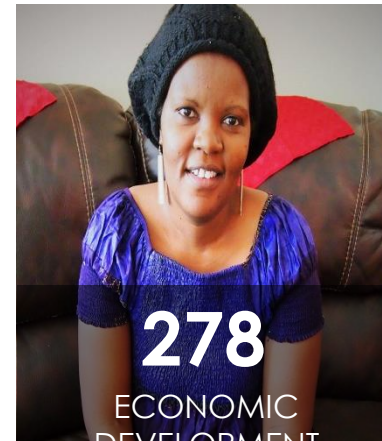
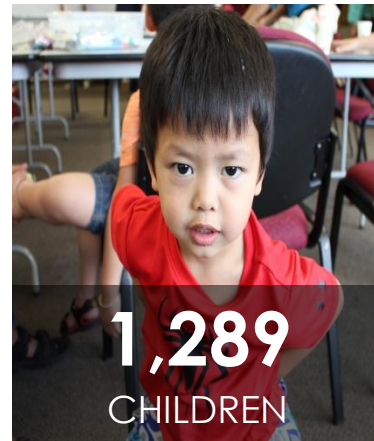
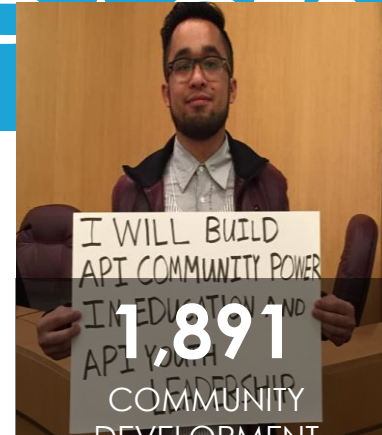
IRCO's mission is to promote the integration of refugees, immigrants and the community at large into a self-sufficient, healthy and inclusive multi-ethnic society.

www.irco.org

IRCO's 2015 PROGRAM

28,660

TOTAL CLIENTS SERVED IN





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 2015, we served more than 3,300 community members from 22 ethnic and cultural backgrounds.

Recognized for moving beyond intercultural strife, Africa House is **staffed by a multicultural team representing 17 ethnicities and speaking 10 languages.**

CULTURALLY & LINGUISTICALLY SPECIFIC SERVICES

Early Childhood Education,
Parenting Support &
Family Engagement

Youth Mentoring,
Academic Support &
Gang Prevention

Community Engagement,
Policy Building &
Leadership Development

Elders Citizenship & Support
Services

Health Enrollment & Navigation

Computer Literacy & ESL Classes

Poverty Reduction,
Housing & Energy Assistance

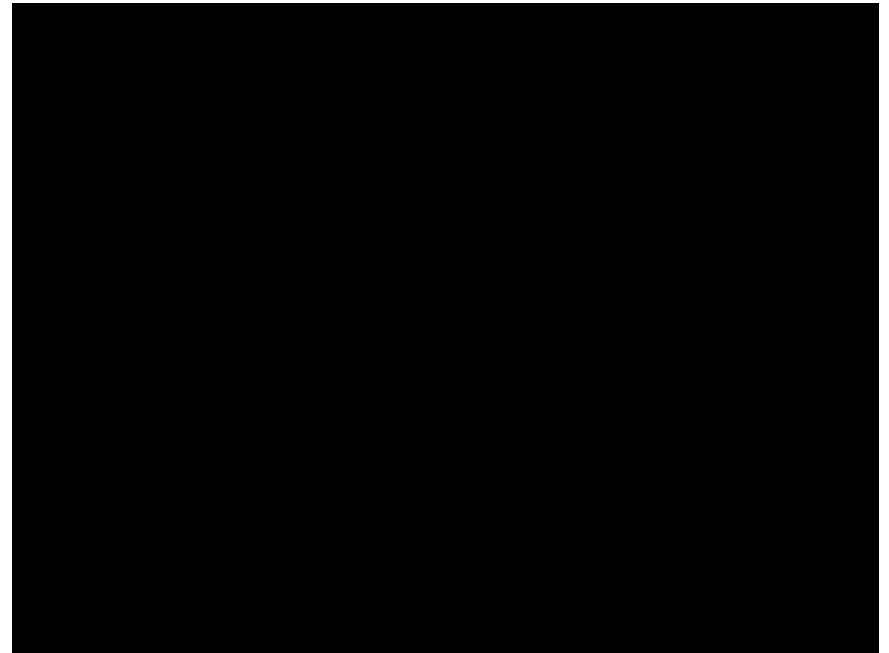
AFRICA HOUSE'S 2015 COMMUNITY IMPACTS

- Providing **nearly 1,500 individuals** with energy and rental assistance. Supporting **more than 250 youth** to exit or avoid gang involvement. Empowering **73 community leaders**.
- Engaging **over 100 youth** from diverse African countries in one-on-one mentoring and **157 children and youth** in academic support and family engagement activities. Providing **over 500 individuals** with status adjustment, citizenship applications, and family reunification services. Supporting **over 35 families and 67 children** through home visits, parent education, kindergarten preparation, developmental and health screenings, and referrals to social services.



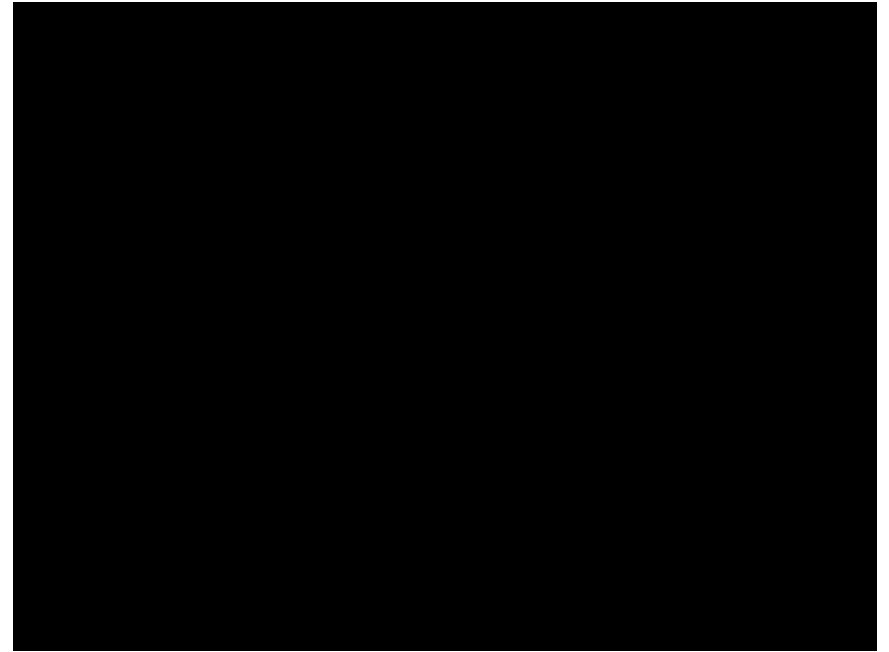
The Refugee Experience

- Limited/interrupted schooling
- Traumatic experiences and exposure to violence
- Family separation/loss of family members
- Limited resources (food, water) in refugee camps



Education in refugee camps

- Can vary greatly depending on location and conflict
- Limited accessibility
- Often non-existent



Community Strengths

Strengths of African immigrant and refugee youth and parents

- Resilient
- Hard working
- Excited for educational opportunities
- Strong connection with family
- Multi-lingual/multicultural perspective of the world
- Parents support their child's education and consider it a top priority
- Strong oral language history and traditions



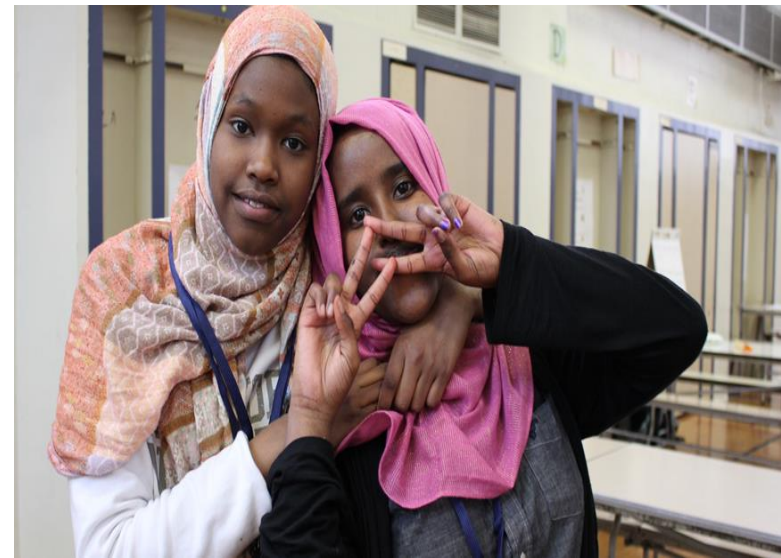
African Immigrants & Refugees in Oregon

	2016 (Oct-May)*	2015	2014	2013	2012
TOTAL REFUGEE ARRIVALS	995*	1,357	1,246	1,105	968
AFRICANS	152	287	325	251	159
(Percent of total)	15%	21%	26%	23%	16%
Largest Countries of Origin					
CONGO	26	60	74	49	18
ERITREA & ETHIOPIA	27	13	33	23	23
SOMALIA	99	214	208	168	110

African Immigrants & Refugees in targeted school districts

Our project will impact African students in grades 3-12 in **four of Oregon's most diverse school districts**: David Douglas, Gresham-Barlow, Parkrose and Reynolds.

- Of the **37,400 total students** in these districts, **2,905** are identified as **African American or Black**.
- Of those, **25% (730)** are African.
- The diverse African population in these schools **represents more than 10 ethnicities** and **speaks over 15 languages**.



Challenges & Disparities: Poverty

- Africans have the **highest child poverty rate** in Multnomah County with **2 of every 3 African children living in poverty.**
- More than **85% of the African families** live in **subsidized housing** in **low-income neighborhoods** with **high rates of crime.**



Challenges & Disparities: Academ

- **Almost all African families** do not speak English as the primary language at home.
- Almost half of African communities have at least **1-in-3 students failing to meet minimum benchmarks** reflecting adequate school performance.
- Only **27% of Africans graduated** in 2011 compared to 61% White students.



Challenges & Disparities: Race

- **Almost 1/3 of 8th grade and 1/4 of 11th grade** African students reported racially-based harassment at or on the way to school in the prior 30 days.
- African students face **disproportionate discipline**; minor incidents are routinely made into a full behavior referral.
- **Parents report feeling that their students are forced into special education or ELL programs**, due to misdiagnoses of linguistic barriers or traumas experienced during the refugee process, or to meet quotas.
- **African parents report fear of teachers** and distrust of staff, and feel that their children are under harsher scrutiny than other students, with minor incidents punished as serious infractions.



How do we overcome these barriers?

In response to these significant barriers and disparities, **IRCO has formed a consortium** with four school districts (David Douglas, Gresham-Barlow, Parkrose and Reynolds) and a post-secondary institution (Portland State University) **to expand culturally and linguistically specific programs for African immigrant and refugee students** in 3rd–12th grade in the **increasingly diverse East Multnomah County**.

[The IRCO Impact](#)



Black/African Immigrant & Refugee Student Success Program Model

WE WILL ASSIST African students in **improving their academic achievement** by addressing issues such as **attendance, chronic absenteeism, parent and community engagement, and transitions. We will address disproportionate discipline and focus on key transitions** from elementary to middle school, middle to high school, and high school to post-secondary. Our program will cover all indicators.

WE SEEK to establish replicable **systems of change. A unique element of our program is bilingual bicultural Academic Advocates who are** on-site at schools to compel student engagement and parent involvement, student leadership trainings in conflict resolution, and culturally informed professional development for school staff.



Core Service Components

Youth Advocacy

Relationship Based Youth Advocacy:

Bilingual/bicultural youth advocates work with a caseload of students to support academic achievement through:

- Individualized support and goal setting
- In-class supports
- Social and emotional support with a focus on positive cultural identity, conflict resolution and future orientation

Academic and Enrichment Programming:

- After-school academic group activities 1-3x weekly
- Enrichment activities: (i.e. sports, dance, cooking, fieldtrips, conferences)
- Summer programming: 4-6 week intensive academic summer school



Core Service Components Family Engagement

Family Engagement:

Bilingual/bicultural staff empower parents to support their child's academic success and advocate for their children through:

- Culturally and linguistically specific school to home and home to school communication
- Parent group activities that focus on key school related or other relevant topics
- Individualized support/referral to resources (i.e. rent/utility assistance, food, healthcare etc.)

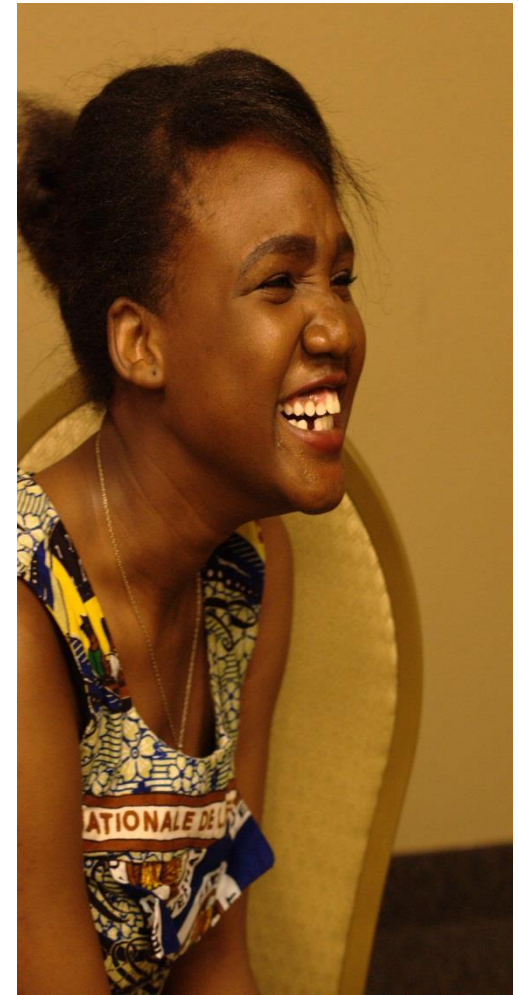


Core Service Components

School staff training and support

School staff support:

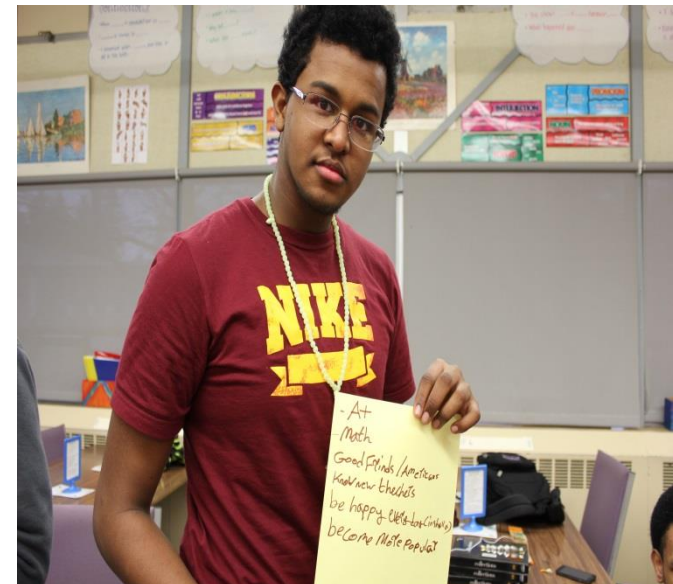
Bilingual/bicultural staff, alongside our clinical specialist and PSU conflict resolution staff, support professional development for school staff around culturally responsive pedagogy, restorative justice, knowledge of African immigrant and refugee cultures and communities through **monthly trainings for school staff, regular school day and in-class supports, hosting cultural events at schools.**



Attendance

IRCO Youth Advocates monitor attendance:

- Individually with students and families through regular in-person check-ins
- Connect with school staff/secretaries for updated records
- Facilitate school to home and home to school communication with families around attendance
- Support families with existing resources that may impact student attendance (i.e. health, childcare, etc.)
- Educates youth/families about school attendance expectations in U.S. schools, help school staff better understand perspectives of African youth/families as it relates to attendance and absenteeism



Parent Engagement

IRCO youth staff work with the whole family to empower parents/caregivers to best support their child's academic and social/emotional success through:

- **Strengths based school to home and home to school communication** through home visits, phone calls, individual meetings at school or community spaces
- **Parent group activities:** Cultural celebrations, parent meetings around topics that are relevant to parents. Incorporate parent interests and voice in programming.
- Empower parents to work with our staff to advocate for their child's success in school (i.e. scheduling check-ins with their child's teacher, how to navigate discipline challenges in schools, etc.)
- Connect families to existing resources(health insurance, etc.)
- Orient parents on their rights and responsibilities in U.S. Schools



Key Transitions

IRCO Youth staff support 5th-6th and 8th-9th grade transitions through:

- **Individualized support** and goal setting that incorporates goals and information around middle/high school and future orientation
- **Fieldtrips** to their feeder middle/high school
- **Summer programs** hosted and middle high schools that include incoming 6th/8th graders
- Inviting school staff from middle/high schools to present to 5th/8th graders
- **Parent Engagement** around expectations in middle/high school



Schools Served

Reynolds: Alder and Davis

Elementary

Reynolds High School

(H.B. Lee and RMS already served through other IRCO programs)

David Douglas: Gilbert Park, Lincoln Park, Ron Russell MS, David Douglas HS

Parkrose: Sacramento ES, Shaver ES, Parkrose MS, Parkrose HS

Gresham Barlow: Dexter McCarty MS, Gresham HS



Questions?



The Bars to Bridges Project

Kathryn Skimas, Director of Instructional Services, MESD

Kia Swain, MESD Donald E. Long School

Tim Logan, SoValTi

Multnomah Education Service District Bars to Bridges Project



Overview of Donald E. Long (DEL) School

- “Mission is to create and maintain a safe, secure, stable, and enriching environment for juveniles in our care, while protecting the community.”
- The facility is staffed by Multnomah County, 24 hours per day, 7 days weekly to provide a safe and secure setting to detain youth ages 11 – 18.
- MESD provides education for youth with six teachers and 2 educational assistants.

DEL Components, Beliefs, and Program

Components:

- Close Custody Program - Serves adolescents waiting for trials and hearings, or are serving parole and probation violations.
- Assessment and Evaluation Program (A&E) - Serves adolescents with mental health issues who are in the process of transitioning back into the community.
- Measure #11 Program - Serves long-term adolescents charged with adult offenses and are waiting for trial.

DEL Components, Beliefs, and Program

Beliefs: Teachers and staff at the Donald E Long School believe that:

- All students can learn
- All students deserve respect, and can be contributing members of society
- Positive school experiences will foster a change in attitude

What Does School Look Like at DEL Program?

- CCSS Courses Instructed by Highly Qualified Teachers
 - Math and Advanced Math
 - Career and Technical Education
 - English Language Arts/Social Studies
 - Special Education
 - English to Speakers of Other Languages (ESOL)
- Odysseyware and Odysseyware Academy
- Focus Option Classroom by Unit

Bars to Bridges Project Overview

- Support youth with timely and positive transitions from DEL to their community and neighborhood schools;
- Address the impact of trauma youth have experienced and lack of culturally responsive supports in their local school systems;
- Use strong partnerships with culturally specific groups to connect with families and students in accessing after school programs, family resources, professional development and other types of African American/Black community resources

Bars to Bridges Project

Did you know.....

- **Donald E. Long JDEP has the highest concentration of African American, Black and mixed race youth enrolled in school**
- **More than ANY other Oregon public school at just under 19%** (Based on ADM Data, 2010 to 2015)
- **MESD JDEP and IYP Programs Served Approximately 2000 Youth During the 2015/2016 School Year** (Includes Recidivism)

Bars to Bridges Cultural Shift

1. Establish clear understanding of the obstacles facing African American/ Black students in school, the community, and society at large;
2. Recognize individual school/district reentry obstacles; address microaggressions and other barriers to student engagement and success;
3. Raise awareness to the need for trauma-informed services and equitable access;
4. Support and encourage – raising awareness, rigor, relationship, relevance, right classes.

Bars to Bridges Project

School Attendance - Almost ALWAYS a Condition of Release

- **Barriers of Reentry to Education**
 - **Required Multiple Meetings May Include but Not Limited To...**
 - School Counselor
 - School Resource Officer
 - Vice Principal
 - Principal
 - Teachers
- **Credit? Not a given even if the student attends and successfully passes their coursework.**
- **Why neighborhood and community schools?**
 - **African American, Black and Mixed Race Youth are Overrepresented in Alternative Education and Identified at Special Education**

Bars to Bridges Project

- **Supporting and Reconnecting Students WHEN Entering Juvenile Detention**
- **REDUCE the Number of Days Students are Not Enrolled in School Between JDEP and Release**
- **Seven (7) Transition Specialists to Provide Wraparound Services**
- **Elementary to Middle School/Junior High**
- **Middle School/Junior High to High School**
- **High School to...**
 - **Job Ready**
 - **Career and Technical Education**
 - **Job Corp**
 - **Apprenticeships**
 - **Community College (Oregon Promise?)**
 - **Four Year University or College**
- **INCREASE Attendance and Engagement in Education**
 - **Tracking Similar Data to Title ID, II**
 - **Standard ELA and Math Assessments to Monitor Student Growth Between JDEP and Time Periods During School Enrollment**

Bars to Bridges Project

- **Supporting Family and Community Engagement**
- **Culturally Responsive Practices**
- **Partnerships**
 - **SoValTi, Tim Logan**
 - **Guiding Light Family Services, Aaron Bell**

Unique Aspects

- **Finding ways to Connect with Judges**
- **Partnering with OYA Parole Officers**
- **Establishing Rules of Confidentiality and Exchange of Information Agreements Across Agencies**

Bars to Bridges Project

Supporting More than Multnomah County

- Donald E. Long JDEP, A&E Secure Program, MCIJ, MCDC
 - Portland Metro Area Including;
 - Multnomah, Washington and Clackamas Counties
- Yamhill County Juvenile Detention Program
 - Serving Both Yamhill and Polk Counties
- Three Lakes and Riverside High School
 - Albany, OR – Lane County
- Ocean Dunes High School
 - Florence, OR – Lane County
- Serving Oregon Statewide – All Counties
 - Regardless of Youth or Adult Placement within Oregon – Wraparound Services Will be Provided



Thank you

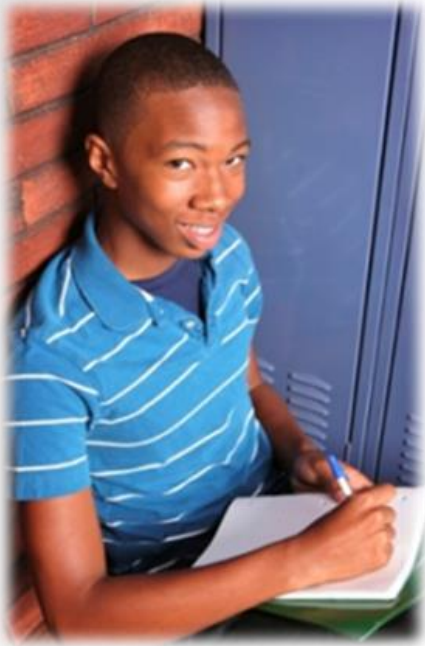
HB2016 MESD Grant Administrator

Scott Ryan – sryan@mesd.k12.or.us // 503-894-1451



Networking Lunch

Public Testimony



Wrap-up and Next Steps

Future Meeting Dates

- Friday, November 4, 2016 – Location TBD
- Friday, December 2, 2016 – Location TBD
- Friday, January 6, 2017 – Location TBD
- Friday, February 3, 2017 – Salem, OR
- Friday, March 3, 2017 – Salem, OR
- Friday, April 7, 2017 – Salem, OR
- Friday, May 5, 2017 – Location TBD
- Friday, June 2, 2017 – Location TBD

Thank you.